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ABSTRACT

A follow-up study was conducted to gather data on the employment and earnings of the 1993 graduates of Guam Community College's various programs. A total of 464 graduates were surveyed, including the following: 114 of the college's 189 secondary education program graduates; all 26 apprenticeship program graduates; 36 associate of science degree recipients, 21 vocational certificate recipients, and 104 criminal justice academy certificate recipients; and 86 graduates of the adult high school program. As of 1995, 63% of the secondary graduate respondents were employed full time, with males' and females' median hourly wages equaling $7.07 and $6.89, respectively. All 26 apprenticeship graduates were employed full time with a median hourly wage of $12.76. Of the postsecondary program graduates, 74% were employed full or part time and 53% were pursuing additional education. The mean hourly wage of postsecondary graduates working full time in jobs related to their training was $10.25. Of the adult high school graduates, 44% were employed full time at a mean hourly wage of $7.82 and 39.5% were continuing their education either full or part time. (Twenty-eight tables/figures are included. Appended are the survey instrument and the initial and follow-up letters sent to the graduates.) (MN)

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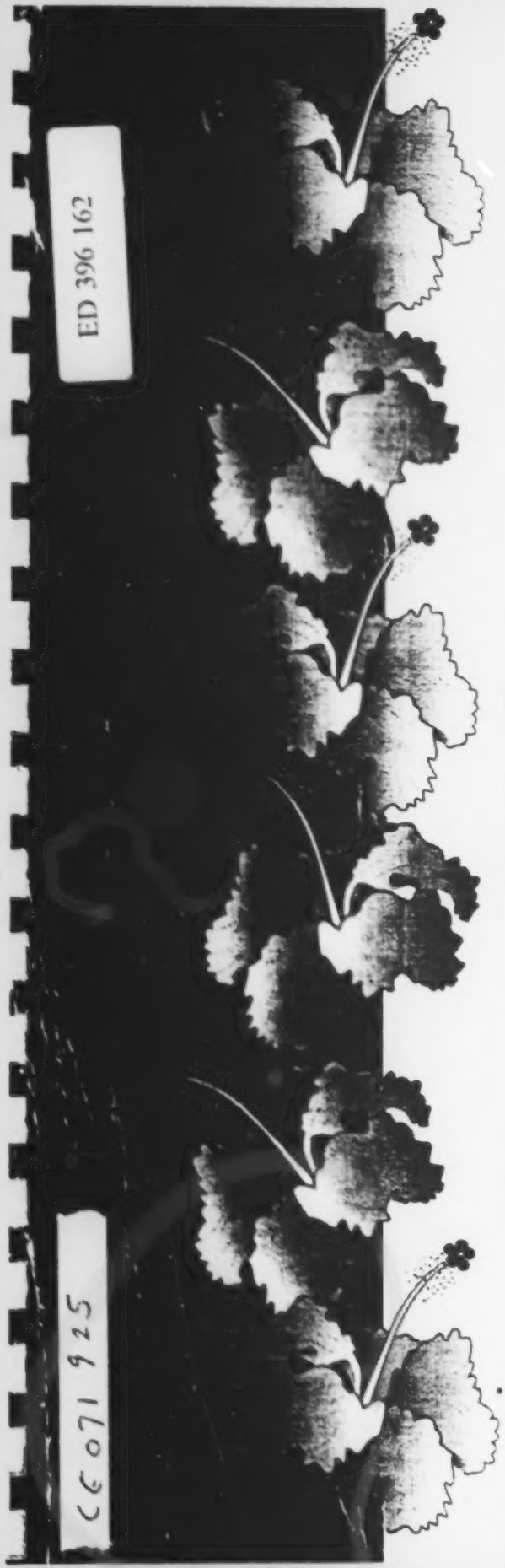

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1993

GRADUATE FOLLOW-UP SURVEY

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1993
Graduate Follow-up

Office of the Vice-President
Administrative Services Division
State Agency
for Vocational and Adult Education

Prepared by:

Margaret E. Reyes, Consultant

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Office of the President

John T. Cruz
President

FOREWORD

This report on the school year 1992-1993 graduates of Guam Community College is a follow-up study mandated by the Carl D.Perkins Vocational and Applied Technology Education Act of 1990, (Public Law 101-392) and the Guam Community College Act of 1977 (Public Law 14-77).

This survey provides educational administrators, teachers, and others concerned about vocational education with information that may be used to evaluate the effectiveness of vocational education and plan for program improvement. The 1993 study reflects that vocational graduates are prepared to meet the needs of business and industry as attested to by the excellent responses received from GCC graduates. Competitive salaries and positive perceptions of training received, show that the quality of vocational training is adequately working toward the fulfillment of its goals.

Guam Community College would like to thank the graduates and employers who provided the data to complete this survey. Recognition and thanks are also given to college personnel for their support and cooperation.

JOHN T. CRUZ
President

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1993 GRADUATE SURVEY

HIGHLIGHTS

HIGHLIGHTS

1993 SECONDARY GRADUATES

Sixty-three (63) percent of the Secondary Graduate respondents were employed full-time or part-time.

Thirty-two (32) percent of the respondents were pursuing additional education enrolled as full-time or part-time students.

Thirteen (13) percent of those respondents pursuing additional education on a full-time or part-time basis were also working on a full-time or part-time basis.

Five (5) percent of the respondents were in full-time Military service.

The mean hourly wage for graduates employed full-time in fields related to their training was $7.07 for males and $6.89 for females. The mean hourly wage for males and females combined was $6.98. The secondary graduate on an average earned $2.73 per hour more than the minimum wage of $4.25 in 1993.

Eighty (80) percent of the employed Secondary respondents indicated that graduation from Guam Community College was an important factor in obtaining their current jobs.

Seventy-six (76) percent of Secondary graduate respondents were working for private industry, 14 percent with the Government of Guam, 1.5 percent with the Federal Government, and 1.5 percent self employed.

1993 APPRENTICESHIP GRADUATES

One Hundred (100) percent of the Apprenticeship respondents (Journeyworkers) were employed full-time in their trade.

Ninety-five (95) percent of respondents indicated positive perception of their training programs. Ninety-one (91) percent of respondents indicated that the training at Guam Community College helped them in getting a job.

The mean hourly rate for traditional Apprenticeship graduates working full-time in jobs related to their training was $12.76.

This rate was $2.31 higher than the gross average hourly rate of $10.45 in the construction industry as indicated in the "Current Employment Report" Guam Department of Labor, Bureau of Labor Statistics (March, 1994).

1993 POSTSECONDARY GRADUATES

Seventy-four (74) percent of the Postsecondary DEGREE and CERTIFICATE graduate respondents were employed full-time or part-time.

One Hundred (100) percent of the 1993 Criminal Justice Academy respondents were employed full-time in fields related to their training.

Of the Postsecondary graduates, none of the respondents were in the different branches of the Military service.

The mean hourly rate of the DEGREE and CERTIFICATE graduates working full-time in jobs related to their training was $10.25 ($10.06 for males, and $10.42 for females).

The mean hourly rate for Criminal Justice Academy respondents was $10.93.

The majority of Postsecondary respondents expressed positive perceptions of their training programs.

Fifty-three (53) percent of the Postsecondary DEGREE and CERTIFICATE graduate respondents were pursuing additional education (29 percent were enrolled as full-time students and 24 percent were enrolled as part-time students).

Of Postsecondary DEGREE and CERTIFICATE graduate respondents, 58 percent were employed full-time with the Government of Guam, followed by Private Industry (29 percent), and the Federal Government (10 percent) with the remaining 3 percent self employed. None of the respondents were with full-time Military Service.

1993 ADULT HIGH SCHOOL GRADUATES

Fourty-four (44) percent of the respondents of the Adult High School Diploma graduates were employed full-time and 9 percent were employed part-time.

The mean hourly rate for Adult High School graduate respondents employed full-time was $7.82. The Adult High School graduates on an average earned well above the minimum wage of $4.25 in 1993.

Eighty-nine (89) percent of Adult High School program respondents gave positive ratings when asked to reflect on specific aspects of their educational experiences.

Over Thirty-nine (39.5) percent of the Adult High School program respondents were continuing education on a full-time or part-time basis at institutions of higher learning.

Ninety-six (96) percent of Adult High School graduate respondents were working for Private Industry, 9 percent were employed with the Government of Guam, none were with the Federal Government, and none of the respondents were with the Military Service.

GUAM COMMUNITY COLLEGE

1993

GRADUATE FOLLOW-UP

INTRODUCTION

A follow-up survey of vocational and technical graduates and employers of those graduates is conducted annually in compliance with both the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Public Law 101-392, and the Guam Community College Act (GCCA) of 1977, Public Law 14-77.

Graduate follow-up data is important for: (1) program planning, (2) program improvement, and (3) program accountability.

The statistics in this report, with supporting tables and graphs present the findings of the survey of 1993 graduates in the areas of: (1) Secondary; (2) Apprenticeship-Journeyworker Training; (3) Postsecondary Vocational Programs (including the Criminal Justice Academy); and (4) Adult High School Diploma Programs.

OBJECTIVES OF THE STUDY

Long-Term Objectives of this study are:

- To determine the adequacy of goals and objectives of instructional programs in which former students were enrolled; and
- To determine means by which instructional programs can better meet the needs of students as indicated in their perceptions of the curricula and programs.

Short-Term Objectives are:

- To identify the job held by the vocational graduate and to determine if such employment was related to the individual's vocational training;
- To identify the starting salaries and the patterns of earning of the vocational graduate; and
- To gather information indicating the effectiveness of student preparation for employment.

METHODS AND PROCEDURES

The survey instrument used in this year's follow-up survey was basically the same as those used in previous surveys. Only minor modifications and improvements in layout have been made since the instrument was developed, pilot tested and reviewed for validity and reliability.

Survey forms were mailed to graduates during the second week of January. A cover letter from the President of the College, along with a self-addressed stamped envelope were sent with the survey questionnaire (Appendix A). A follow-up mailing was sent out in February to graduates who did not respond or who had not received their first notice. Follow-up by telephone was done two weeks after sending out the second mailing for those students whose telephone numbers were available. In some cases, survey questionnaires were filled out through responses of graduates by phone. The first mailing yielded about a 30% return rate.

Faculty members were contacted to seek assistance in locating 1993 graduates. As a result, places of employment were contacted.

Some survey instruments were hand delivered to persons whose mail could not be delivered by the postal service.

Information pertaining to graduates of the Apprenticeship Training Program was obtained from Employment Development Workers (EDW's) of the Guam Community College Apprenticeship Division.

Letters from the President requesting information on Guam Community Information College graduates who had been recruited into military service were hand delivered to the officers in charge of recruiting stations for the U. S. Armed Forces.

Information pertaining to Cooperative Education (C.E.) trainees was provided by the C.E. Coordinator at Guam Community College Placement Center.

Information pertaining to Police, Fire, and Corrections Cycle graduates was provided by the Criminal Justice Academy, Guam Community College. Further follow-up on these same graduates was channeled to the Guam Police, Fire, and Corrections (DepCor) Departments.

The Guam Community College Registrar's Office provided information on secondary and post-secondary graduates.

The Sina' Center of Guam Community College provided information on special needs students.

GENERAL CHARACTERISTICS OF GRADUATES

A total of 464 graduates were surveyed. One hundred eighty-nine (189) received High School diplomas; 26 Apprentices received Journeyworker Certificates; 36 Associate of Science Degrees; 21 Vocational Certificates; 28 Police Cycle Certificates, 61 Fire Cycle Certificates, 17 Corrections Cycle Certificates; and 86 received Adult High School Diplomas. Table 1 indicates the distribution of the graduates by sex and vocational education program.

The Criminal Justice Academy conducted the 34th Police, the 15th and 16th Fire, and the 6th Corrections Cycles in 1993.

Twenty-six (26) graduates from the Apprenticeship Training Program received their Journeyworker Certificates in eleven occupational areas. Apprentice Program Graduates of 1993 completed the following program areas: 1 in Air Conditioning/Refrigeration Mechanic, 2 in Automotive Electrician, 1 in Automotive Mechanic, 1 in Building Maintenance Repair, 3 in Carpentry, 2 in Cement Masonry, 1 in Construction Equipment Mechanic, 2 in Cook, 10 in Electrician (Wire Installer), 2 in Radio & TV Repairer, 1 in Welder.

The Postsecondary Program awarded 36 Associate of Science Degrees in the following areas: 5 in Accounting, 5 in Office Administration, 3 in Administration of Criminal Justice, 1 in Automotive Technology (Automobile), 1 in Early Childhood Education, 6 in Computer Science, 1 in Electronic Engineering Technology, 8 in Fire Service Administration, 1 in Food & Beverage Operations, 2 in Law Enforcement Administration, 1 in Retailing and Marketing, and 3 in Supervision and Management. In addition, the Postsecondary Program awarded 21 Vocational Certificates in the following areas: 3 in Accounting Clerk, 5 in Child Care, 4 in Clerical Studies, 1 in Construction Drafting, 2 in Construction Electricity, 2 in Electronic Engineering Technology, 1 in Information Systems, and 3 in Supervision and Management.

One Hundred Eighty-nine (189) secondary students were awarded High School Diplomas with specialization in 17 vocational education programs. Vocational High School graduates completed a planned sequence of activities designed to meet the High School Diploma requirements and an occupational objective which purports to teach entry-level skills.

It is noted that nine (9) Special Education students were under vocational programs in Graphic Arts, Food Services, Office Business Occupations, Welding and Building Construction, with job placement services provided by the Sina' Center.

Efforts to overcome sex stereotyping in vocational education are being observed and compared. In 1993, 40% of the total graduates were female, 33% in 1992, 37% in 1991, 34% in 1990, and 17% in 1989.

In looking at program areas separately, Secondary graduates from the Guam Community College have made some

breakthrough from gender stereo-typed occupations which have been traditionally held by males/females. Reference to Table 1 shows that more females than males acquired training in Accounting, Computer Science, Distributive Education and Tourism. In 1993, female secondary graduates were seen in areas of Automotive Mechanics, Graphic Arts, Technical Electronics, Tourism, and Accounting. There were substantially more females than males who graduated from the Computer Science secondary vocational program in 1993. There is some increase in female enrollment in program areas that have traditionally had more male graduates. And in 1993, 1 male completed Office Business Occupations and 2 in Clerical.

In 1992, females graduated in non-traditional areas of Welding, Technical Electronics, Tourism, Graphic Arts, Computer Science and Drafting. In 1991, females graduated in non-traditional areas of Welding, Technical Electronics, Heavy Equipment, Autobody Repair, Graphic Arts and Drafting.

In 1990, there were more females than males in Graphic Arts, two males graduated under Office Business Occupations, and four females graduated under Technical Electronics. In 1989, there were female graduates in Graphic Arts and Technical Electronics. One female received a Journeyworker Certificate in Welding in 1993. In 1992, one female Journeyworker graduated as a Baker. Apprenticeship Training completers were all males in 1991 and for 1990, all males remained in traditional program areas with the exception of one female graduate in Heavy Equipment Mechanic. In 1989, one female graduated as an Electrician (Wire Installer).

Postsecondary 1993 completers in non-traditional female areas were: Computer Science (4 female); Food & Beverage Operations (1 female); Construction Drafting (1 female); Police Training (2 females); Fire Training (1 female); Corrections Training (3 females); and Supervision & Management (5 females). In 1993, none of the males moved into non-traditional trade areas.

Postsecondary 1992, completers in non-traditional male/female areas were: Accounting (3 females); Computer Science (4 females); Law Enforcement Administration (1 female); Accounting Clerk (4 males); Early Childhood Education (1 male); Police Training (3 females); and Corrections Training (4 females). In 1991, female A.S. Degree graduates outnumbered males in Administration of Criminal Justice, and females graduated under Computer Science, Corrections Administration and Supervision and Management. Also in 1991, one male received a certificates in Accounting Clerk, and one in Food and Beverage Operations.

Female graduates were also seen in Police and Corrections Training in 1991. In 1990, females graduated in non-traditional areas of Computer Science, Administration of Criminal Justice, Law Enforcement Administration and one male completed a Certificate in Information Systems. In 1989, there were four female completers under Criminal Justice.

TABLE 1
DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1992-1993

VOCATIONAL HIGH SCHOOL	NO. OF GRADUATES BY SEX		
	MALE	FEMALE	TOTAL
Accounting	1	10	11
Automotive Mechanics	10	1	11
Autobody Repair	20	0	20
Building Construction	11	0	11
Office Business Occupations	1	2	3
Clerical	2	8	10
Computer Science	5	12	17
Cosmetology	1	9	10
Distributive Education	4	29	33
Drafting	3	0	3
Food Service	0	3	3
Graphic Arts	8	6	14
Heavy Equipment Operation	5	0	5
Hospitality & Tourism	2	9	11
Special Student	1	1	2
Technical Electronics	15	2	17
Welding	8	0	8
TOTAL (VOCATIONAL HIGH SCHOOL)	**97**	**92**	**189**

TABLE 1 (CONTINUED)
DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1992-1993

APPRENTICESHIP TRAINING	NO. OF GRADUATES BY SEX		
	MALE	FEMALE	TOTAL
Air Conditioning/Refrigeration Mechanic	1	0	1
Automotive Electrician	2	0	2
Automotive Mechanic	1	0	1
Building Maintenance/Repairer	1	0	1
Carpentry	3	0	3
Cement Mason	2	0	2
Construction Equipment Mechanic	1	0	1
Cook	2	0	2
Electrician (Wire Installer)	10	0	10
TV & Radio Repairer	2	0	2
Welder	0	1	1
TOTAL (APPRENTICESHIP)	**25**	**1**	**26**

TABLE 1 (CONTINUED)
DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1992-1993

POSTSECONDARY ASSOCIATE OF SCIENCE	NO. OF GRADUATES BY SEX		
	MALE	FEMALE	TOTAL
Accounting	2	3	5
Administration of Criminal Justice	2	0	2
Automotive Technology (Automobile)	1	0	1
Computer Science	2	4	6
Early Childhood Education	0	1	1
Electronic Engineering Technology	1	0	1
Fire Service Administration	8	0	8
Food and Beverage Operations	0	1	1
Law Enforcement Administration	2	0	2
Office Administration (Clerical Studies)	0	5	5
Retailing and Marketing	0	1	1
Supervision and Management	1	2	3
TOTAL (ASSOCIATE DEGREES)	**19**	**17**	**36**

TABLE 1 (CONTINUED)
DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1992-1993

POSTSECONDARY VOCATIONAL TECHNICAL CERTIFICATES	NO. OF GRADUATES BY SEX		
	MALE	FEMALE	TOTAL
Accounting Clerk	0	3	3
Clerical Studies	0	4	4
Construction Drafting	0	1	1
Construction Electricity	2	0	2
Early Childhood Education	0	5	5
Electronic Engineering Technology	2	0	2
Information Systems	0	1	1
Supervision and Management	0	3	3
TOTAL (CERTIFICATES)	**4**	**17**	**21**
CRIMINAL JUSTICE ACADEMY (POLICE, FIRE, & CORRECTIONS)			
34th Police Cycle	26	2	28
15th Fire Cycle	31	0	31
16th Fire Cycle	29	1	30
6th Corrections Cycle	14	1	15
TOTAL (POLICE, FIRE & CORRECTIONS)	**100**	**4**	**104**
TOTAL POSTSECONDARY (ASSOCIATE DEGREES, CERTIFICATES AND C.J. ACADEMY)	**123**	**38**	**161**
ADULT HIGH SCHOOL DIPLOMA			
Total Adult High School Diploma	35	51	86
TOTAL (ALL PROGRAMS)	**280**	**182**	**462**
Percent of Total	**61%**	**39%**	**100%**

FINDINGS
1993 SECONDARY GRADUATES

General Characteristics of Respondents

This report includes data from 114 respondents of the 189 members of the graduating class of 1993. The rate of response was 60 percent. Of the respondents, 51, (43 percent) were males and 68, (57 percent) were females. Eighty-two (82) percent of the respondents were Chamorro (35 percent male, 47 percent female), 2 percent were White non-Hispanic (1 percent male, 1 percent female), 10 percent were Filipino (6 percent male, 4 percent female), 3 percent were Asian (1 percent male, 2 percent female), 2 percent were Micronesian (2 percent female), and 1 percent was Polish (l percent female).

General Requirements for Secondary Graduates

The Vocational High School (VHS) Program of Guam Community College is designed to provide students with job entry occupational skills while earning a high school diploma; the VHS Program is a 3-year program.

Students enter their vocational training during their sophomore year and generally remain in a selected shop area for the duration of their vocational-technical training (e.g., Computer Science).

Present Activities of Respondents

Sixty-three (63) percent of the respondents were employed. As Table 2 indicates, of the respondents, 43 percent were employed full-time and 20 percent were working part-time.

Five (5) percent of the respondents were in the different branches of the Military Service.

Respondents who were pursuing additional education are shown in Table 2. There were 32 percent of the respondents continuing education with 18 percent full-time students and 14 percent part-time students.

Employment Sector

The graduates sought and found employment in different sectors of the economy. Table 3 contains the number and percentages of graduates by place of employment for respondents employed full-time and part-time. Sixty-three (63) percent of all respondents were gainfully employed.

The private sector provided more jobs for the respondents than any other category. Seventy-six (76) percent of the employed respondents were in private industry.

The persons who were full-time military accounted for 7 percent of employed respondents, the Government of Guam employed 14 percent, Federal Government 1.5 percent, and 1.5 percent indicated self-employed.

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables associated with vocational training for graduates of vocational education.

Thirteen (13) percent of the respondents attending college either full-time or part-time were also employed.

Table 4 presents a distribution of respondents by employment and by instructional program.

Job Relatedness

Data were collected to determine whether vocational graduates were employed in the occupations for which they were trained. The graduates were asked to indicate if they were employed in occupations which were: I) directly or closely related to their field of vocational training, or 2) remotely related to their training, or 3) not related at all to their training. They were also asked to indicate their position title and briefly describe their duties and responsibilities.

Earnings for Secondary Graduates

The hourly wage for secondary education completers employed full-time in their field of training averaged $7.07 for males and $6.89 for females, or an average of $6.98 for both groups. Compared to the minimum wage of $4.25 in 1993, the secondary graduate earned an average of $2.73 per hour more than the minimum wage earner. It is noted that the minimum wage was $4.25 in Guam effective March I, 1990 (Source: Guam Department of Labor Statistics).

Of those respondents working full-time in a related field, Cosmetology reported the highest hourly wage ($18.75), followed by Building Construction ($8.50). Food Service reported the lowest hourly wage ($4.38).

Comparison of earnings was made between those vocational graduates who were employed in jobs related to their training and those who were employed in non-related positions. Table 5 reports a comparison of average hourly earnings of respondents in related and non-related jobs. Graduates employed full-time in related areas earned an average of $6.98 per hour, compared to $5.95 for those employed full-time in non-related jobs.

Overall, those who remained in jobs related to their vocational training still earned higher hourly wages than those who were in non-related jobs. (Table 5).

Job Preparation

The respondents consistently indicated general satisfaction with their school experience. Part C, Question Number 11 asked: Would you say your training at Guam Community College helped you in getting a job? The majority (80 percent) of employed respondents felt that graduation from Guam Community College was an important factor in obtaining their current job.

TABLE 2

PRESENT ACTIVITIES OF RESPONDENTS
1993 SECONDARY GRADUATES

	FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICE		TOTAL	
	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT
Working Full-Time	2	1%	3	3%	39	34%	5	5%	49	43%
Working Part-Time	6	5%	5	4%	12	11%	0	–	23	20%
Not Working	13	12%	8	7%	21	18%	0	–	42	37%
TOTAL	**21**	**18%**	**16**	**14%**	**72**	**63%**	**5**	**5%**	**114**	**100%**

TABLE 3

NUMBER AND PERCENTAGE OF SECONDARY EMPLOYED RESPONDENTS BY PLACE OF EMPLOYMENT

1993 GRADUATES

PLACE OF EMPLOYMENT	STUDENTS WORKING	
	NUMBER	PERCENT
Family Business/Self Employed	1	1.4%
Federal Government	1	1.4%
Government of Guam	10	14%
Military Service	5	6.9%
Private Industry	55	76.3%
TOTAL	**72**	**100%**

TABLE 4

VOCATIONAL PROGRAM SUMMARY
FOR 1993
SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COM-PLETERS	TOTAL RESPON-DENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING, NOT IN THE LABOR FORCE OR UN-EMPLOYED	UNEMPLOYED SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
Accounting	11	5	0	4	0	0	0	1	6
Automotive Mechanic	11	6	0	1	1	3	1	0	5
Autobody Repair	20	9	0	3	1	3	2	0	11
Building Construction	11	4	1	1	2	0	1	0	6
Clerical	10	9	1	6	1	1	0	1	0
Computer Science	17	10	0	5	0	5	0	0	7
Cosmetology	10	6	0	1	2	0	2	1	4
Distributive Education	33	23	0	11	2	5	3	2	10

TABLE 4 (Continued)

VOCATIONAL PROGRAM SUMMARY
FOR 1993
SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COM-PLETERS	TOTAL RESPON-DENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING, NOT IN THE LABOR FORCE, OR UN-EMPLOYED	UNEMPLOYED SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
Drafting	3	1	0	1	0	0	0	0	2
Food Service	3	3	0	1	0	1	1	0	0
Graphic Arts	14	9	0	3	2	1	1	2	5
Heavy Equipment Operation	5	3	0	0	2	0	1	0	2
Hospitality & Tourism	11	7	0	2	1	3	1	0	4
Office Business Occupations	3	3	0	2	0	0	0	1	0
Technical Electronics	17	8	3	5	2	1	0	0	6
Welding	8	3	0	2	0	1	0	0	5
Unknown	2	0	0	0	0	0	0	0	2
TOTAL	**189**	**109**	**5**	**48**	**16**	**24**	**13**	**8**	**75**

114 Total Responses = 60% Response Rate (includes military)
13 or 11% Unemployed of Respondents
94 or 82% Placement Rate of Respondents

TABLE 5

MEAN HOURLY SALARY OF 1993 SECONDARY GRADUATES BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	FULL-TIME				PART-TIME			
	RELATED		NOT RELATED		RELATED		NOT RELATED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Accounting	$6.67(1)	$7.75(2)	--	--	--	$7.50(1)	--	--
Automotive Mechanics	--	--	4.25(1)	--	4.75(1)	--	--	--
Autobody Repair	5.88(2)	--	--	--	--	--	9.00(1)	--
Building Construction	8.50(1)	--	5.77(1)	--	--	--	--	--
Business Office Occupations	--	--	--	--	--	4.50(1)	--	--
Clerical	8.00(1)	--	6.00(1)	--	--	5.74(3)	--	--
Computer Science	--	6.33(4)	--	--	--	--	--	--
Cosmetology	--	18.75(1)	--	--	--	--	--	7.00(2)
Distributive Education	7.75(2)	5.99(7)	5.72(1)	--	--	5.25(2)	--	--

TABLE 5 (Continued)

MEAN HOURLY SALARY OF 1993 SECONDARY GRADUATES BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	FULL-TIME				PART-TIME			
	RELATED		NOT RELATED		RELATED		NOT RELATED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Drafting	7.00(1)	--	--	--	--	--	--	--
Food Services	--	4.38(2)	--	--	--	--	--	--
Graphic Arts	7.00(2)	--	5.00(1)	6.50(1)	--	--	4.60(1)	--
Hospitality & Tourism	--	--	--	5.06(1)	--	7.39(2)	--	--
Heavy Equipment Operation	--	--	6.00(1)	--	--	--	5.77(1)	--
Technical Electronics	7.50(2)	--	7.48(2)	--	6.50(1)	--	--	--
Welding	6.25(2)	--	--	-	--	--	9.00(1)	--
Mean (All Program)	7.07(14)	6.89.(16)	6.00(8)	5.78(2)	$5.63(2)	6.05(9)	7.09(4)	7.00(2)
Mean (Male & Female)	$6.98(30)		$5.95(10)		$5.98(11)		$7.06(6)	

NOTE: Number in parenthesis indicates number of responses in each cell.

TABLE 6

1993 SECONDARY GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITIES

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	3%	15%	25%	57%	100%
2. Use of tools and equipment	–	14%	25%	61%	100%
3. Use of safety devices and safety measures	4%	12%	38%	46%	100%
4. Communication skills (reading and writing)	–	3%	35%	62%	100%
5. Mathematics skills	–	8%	31%	61%	100%
6. Planning and organizing work and time	–	12%	31%	57%	100%
7. Getting along with co-workers	–	10%	30%	60%	100%
8. Thinking through problems, making judgements and decisions	–	5%	33%	62%	100%
TOTAL	**1%**	**9%**	**31%**	**59%**	**100%**

TABLE 7

1993 SECONDARY GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY BY INSTRUCTIONAL PROGRAM

INSTRUCATIONAL PROGRAM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
Accounting	7%	3%	23%	67%	100%
Automotive Mechanic	–	6%	13%	81%	100%
Autobody Repair	–	–	42%	58%	100%
Building Construction	–	–	44%	56%	100%
Office Business Occupations	14%	29%	14%	43%	100%
Clerical	–	15%	28%	57%	100%
Computer Science	–	2%	22%	76%	100%
Cosmetology	–	25%	45%	30%	100%
Distributive Education	1%	6%	32%	61%	100%
Drafting	–	–	12%	88%	100%
Food Service	–	9%	9%	82%	100%
Graphic Arts	–	6%	35%	59%	100%
Hospitality & Tourism	3%	27%	43%	27%	100%
Heavy Equipment	–	31%	31%	38%	100%
Technical Electronics	–	4%	30%	66%	100%
Welding	–	5%	27%	68%	100%
TOTAL	**1%**	**9%**	**31%**	**59%**	**100%**

The general satisfaction was also apparent when considering the quality of training in specific areas of their respective vocational programs (Table 6). Positive ratings given by graduates were reflected in all aspects of their educational experiences. The three items identified as most helpful to respondents were: l) Communication Skills (reading and writing); 2) Mathematics Skills; and 3) Problem Solving/Critical Thinking.

Cross tabulation of instructional programs and general ratings of vocational education experiences revealed that the majority of respondents believed they were well prepared for current occupations (Table 7).

Job Satisfaction

Item 12 of the follow-up questionnaire asked graduates to state whether they were satisfied with their present jobs. Of those who responded to this question, 77 percent gave positive responses.

Continuing Education

As shown in Table 2, 37 or 32 percent of the secondary respondents reported they were continuing education either on a full-time or part-time basis. This percentage does not include those who may be attending school as part of their Military training.

Of the 37 who were continuing education, 11 were working part-time and 5 were working full-time while attending classes at an accredited college or university.

Respondents continuing education were enrolled at the Guam Community College (9 or 23 percent), the University of Guam (25 or 63 percent), IBC (1 or 2 percent), Hawaii college (1 or 2 percent) and other off-island educational institutions (4 or 10 percent).

Unemployment

As shown in Table 4, 13 (11 percent) of the respondents were unemployed. This rate is below the 17.1 percent unemployment rate attributed to that age group (teenagers) by the Bureau of Labor Statistics, Guam Department of Labor, March, 1993.

Cooperative Education

The graduates were asked if they had participated in a Cooperative Education (CE) Training Program during their secondary vocational training at Guam Community College, and if the CE experience helped them find a job. Of the respondents, 44 percent said "yes" and only 8 percent said "no." The remaining 47 percent did not respond to this portion of the questionnaire. Table 8 gives further details on Cooperative Education participants by program.

TABLE 8

COOPERATIVE EDUCATION PROGRAM PARTICIPANTS
SCHOOL YEAR 1992-93, SECONDARY LEVEL

INSTRUCTIONAL PROGRAM	NO. OF STUDENTS IN CO-OP	NO. OF GRADUATES IN CO-OP
Accounting	9	8
Air Conditioning/Refrigeration	0	0
Automotive Mechanic	12	3
Autobody Repair	8	6
Building Construction	0	0
Business Office Occupations	1	1
Clerical	13	8
Computer Science	11	11
Cosmetology	3	2
Distributive Education/Marketing	18	13
Drafting	6	1
Food Service	0	0
Graphic Arts	8	7
Heavy Equipment Operation	0	0
Hospitality and Tourism	7	3
Technical Electronics	10	10
Welding	0	0
TOTAL*	**106**	**73**

*** Unduplicated Count**

Of the 106 Cooperative Education participants, 73 were 1993 Vocational High School graduates as shown above.

Special Needs:

Of the above total number of Cooperative Education Students, one (in Office Business Occupations) was mainstreamed into the Cooperative Education Program through the Special Needs Program. In School Year 1993, the majority of Special Needs Students were placed on jobs through the Sina' Center. The Special Needs Department of Guam Community College was re-named the Sina Center on March 5, 1993. Nine (9) of the 1993 Vocational High School graduates were under Special Needs and had 100% placement with average earnings of $4.25 per hour. Special Needs graduates were under vocational programs in Graphic Arts (1), Food Service (3), Office Business Occupations (3), Welding (1), and Building Construction (1).

COMMENTS AND RECOMMENDATIONS

Vocational High School graduates were asked what additional skills, courses, or activities would have been valuable or useful in their present job or schooling. The comments and/or recommendations by respondents were as follows:

Accounting

- Calculating machines, business math, and Lotus were very helpful.
- GCC has trained me well for my current position.
- There should be more training on using computer skills dealing with accounting programs.
- Give more hands-on training.
- The training for Cooperative Education should be longer.
- I would like to see shorthand classes at GCC.
- I believe GCC has helped me get the edge over other applicants and other employees.
- GCC has given me a great start for a brighter future.
- Offer more training on computers (using accounting programs).

Automotive Mechanics

- I am attending school at a technical institute in Phoenix in automotive technology.

Autobody Repair

- Everything was just right for me in my school.
- GCC does fine in their training.
- The school is fine the way it is, but they need to add more trades such as aircraft mechanics.
- Don't change anything - it's fine the way it is.
- The program needs more advanced tools and better quality tools
- You need more advanced classes in auto mechanics.

- Update the equipment for students to remain competitive.

- My experience with GCC was good.

Building Construction

- The counseling and C.E. people need to be able to communicate better with students so they won't mislead them. For example, inform the employers before sending the students there (as I experienced).

- I feel that every student should be able to evaluate GCC workers and be able to express complaints and be heard.

- I think that the only improvement GCC would need would be more equipment in the Building Construction shop area.

- GCC had good training shops. I am applying what I learned right now and it's really helping me out.

- It's a great school.

Office Business Occupations

- I have no complaints.

- Add more skills - expand.

- The shop needs more computers.

Clerical

- I think they need to be more consistent with keeping their courses instead of cancelling them and forcing students to take a shop or class they don't need or want.

- Need to have more open discussions in personal development regarding decision making.

- Put more emphasis on course objectives and don't be so general in class.

- The training I received was good, but some classes were not very helpful - too general. Teachers need to spend more time on specific objectives.

- I think the teachers are doing a good job.

- The training helped me a lot.

- It's good the way it is.
- I wanted training in various computer programs such as windows, Mac, Apple and Quatro Pro.
- They need newer computer programs.
- GCC needs to keep up to date with current software in order for students to be competitive.
- It was great learning about the clerical skills offered at GCC.

Computer Science

- The training I received was fine. I particularly enjoyed English and math classes.
- I really recommend GCC for any student who wishes to prepare for work after high school.
- There needs to be more math classes (related to computer science).
- GCC helped me get this far. It is a very good school.
- There should be a bit more student activities (pep rallies).
- Teachers need to be more involved with students (more enthusiasm).
- The training I got through GCC helped me get a job. I learned a lot from GCC.
- GCC taught me more than I expected to know to obtain a job. I recommend GCC to other students.
- I'm very satisfied with the training.
- Include a shop or class in journalism. They have it in other high schools.
- Communication at GCC needs to improve overall.
- I would like to see continuation of courses in keyboarding (typing), Lotus 1-2-3, WordPerfect, calculating machines and record keeping.
- The training at GCC was great. However, they need to get their curriculum straight where we could take classes in a sequential order.
- GCC is good the way they are. Everything was fine.

- Offer more in-depth training for my shop area to keep up-to-date with the latest technology.

- I think the computer shop is good. Some teachers need to be better explainers to students. Teachers need to get their act together. Sometimes they spend more of their time with themselves and are not too involved with the students. GCC can get more organized.

Cosmetology

- Teachers need to cover all aspects of cosmetology, especially those that pertain to the job. The instructor skipped a lot of pages. They need to make the training more extensive. But, on a scale of I - 10, I still give GCC a 10. I recommend GCC.

- I think the program is good the way it is.

- GCC should put more emphasis on preparing students for college, not just work because a job with a high school diploma is not enough.

- I think GCC is a really good school and would love to see it expand.

- There should be more activities. More pep rallies should be held to support students in sports.

- Offer more trades; offer a variety of trades.

Distributive Education

- I really want to thank Mrs. Diaz for everything she taught me. Everything I learned from the training really helped.

- I feel that GCC needs to improve their reading and writing curriculum; should be geared toward college.

- Actually, they're pretty good. They started me off and now I'm standing on my own.

- Instructors are good.

- Offer more accounting and Japanese classes.

- GCC is fine; they have more hands-on training than other schools. It was good enough for me.

- I think GCC is a great school. I think the C.E. Program is really great, although I never took advantage of it because I already had a job.

- Have more computer classes and more science (only I credit of science is required to graduate). Math should be emphasized as well as public speaking classes.

- The environment needs to be changed. They need to add more activities for school unity. Offer something for students to do with their spare time.

- Instructors need more training in counseling students effectively.

- I am satisfied with the training; everything is fine the way it is.

- Everything I learned was very helpful. I'm going back to work toward an A.A. in Marketing.

- Marketing education has helped me a lot in my job. I am better able to deal with customers. I feel that GCC's programs are very good. I wish all schools could offer their students a vocational education background.

- They need more computers for job training.

- I think GCC is a good school. I wouldn't be where I am now if it weren't for them.

- Everything was covered. The training was great. It helped me be where I am today and I feel good about graduating at GCC.

- Have activities or courses that would teach students to communicate with management for their desired hours, salary and time.

- Cooperative Education needs to have more jobs related to the field of study.

Drafting

- They should have more courses available in higher math. Every time I requested higher math, they would tell me the class was full. We need more and more math these days.

Food Service

- Add more courses in nursing.

- Provide child care for high school students.

Graphic Arts

- Offer higher English and math for college.
- The training is fine the way it is now.
- I would have benefited from learning more about filing systems, computerized accounting and Lotus 1-2-3.

Heavy Equipment

- They should ban smoking because it is hazardous to people's health.

Hospitality and Tourism

- Have college preparatory courses, workshops and seminars.
- Teachers need to be more involved in giving instructions and guiding students to be prepared for life after high school.
- Pick up the standards for English, writing and math, to be better prepared for college.
- They need to give the students more first hand experience within their shop area. Students learn from their books, but they still need to have more actual experience in the work force.
- There needs to be organizations for students who have nothing to do so they can become involved.
- I really enjoyed it. I'm planning to take more classes in the future.
- I like the training I received and how the credits can be transferred from one degree to another. They really try to help the students. The credits can be used in all degrees instead of having to re-take them. I like GCC.

Technical Electronics

- Some useful courses are: marketing, computers, typing, and calculating machines.
- Very helpful.
- The training was good.

- GCC is the best place to be if you want to go into the work force after high school. You can specialize in a trade.
- Expand and keep up-to-date in the programs being offered.
- The environment needs to be improved.
- The gym facilities need to be maintained to keep the appearance nicer.
- They are doing a good job. It's just that they need more updated teaching equipment and methods.
- Have more hands-on training.
- I would like to see more physical education. I couldn't believe how out of shape I was when I came to basic training.
- GCC needs to encourage students to work under the coop program.
- GCC needs more sports activities.
- Include courses that teach money management, how to get along with adults in the work force, and how to be prepared for employment.
- GCC should eliminate smoking. Too many students smoke. I see more non-smokers carrying books than smokers. Maybe they (smokers) can make better use of their time.
- GCC should have more student involvement; something for students to get involved in for unity and in return get a feeling of victory/accomplishment.
- GCC had everything I wanted.
- GCC was a good school for me and helped me prepare for work after high school.

Welding

- The shops and skills being taught are good.
- I think they need to improve in the computer science program. They need updated programs and higher technology.
- I would recommend all students go to GCC - the best school.
- GCC needs more advanced classes in welding.

A FIVE-YEAR PERSPECTIVE
SECONDARY GRADUATES
1989 - 1993

The survey instrument used each year is essentially the same. Comparisons of the various items presented have been made in order to make a study of emerging trends. Some patterns have emerged in areas of students' perceptions of their training, unemployment, and continuing education as shown in FIGURES 1 and 2, and TABLES 9 and 10.

Trends between 1989 and 1993 can be seen in Figures 1 and 2. Looking at Figure 1, in 1989, graduate follow-up results showed that 74 percent of the respondents were employed full-time with 7 percent working part-time. In the survey of 1990 graduates, results fluctuated somewhat with 63 percent of respondents employed full-time and 8 percent working part-time. In the 1991 survey, results indicated a low 53 percent of respondents being employed full-time with a high of 24 percent employed part-time. In the 1992 survey, 50 percent of respondents were employed full-time and 13 percent held part-time jobs. In 1993, 43 percent of respondents were employed full-time with 20 percent employed part-time.

Figure 1 gives the unemployment rate of graduate respondents over a period of five years. In 1989, the unemployment rate for graduate respondents was 6.5 percent. In 1990, a low 5.8 percent of the secondary respondents were unemployed, and in 1991 results indicated the unemployment of respondents at 6 percent, in 1992,the unemployment rate was 9.2 percent, and in 1993 soared to 11 percent. **See Figure 1 and Table 4.**

The number of respondents who joined the military service was 11 percent in 1989, 17 percent in 1990, 6 percent in 1991, only I percent in 1992, and 5 percent in 1993. Graduate survey results from 1989 to 1993 are given in Figure 2, indicating the percentage of respondents who were in full-time military service. Those in the military service are counted in the category of employed full-time.

Figure 2 also compares graduate survey results from 1989 - 1993, on the educational status of respondents one year after completion of their vocational-technical programs.

The number of respondents continuing their education fluctuated from 1989 to 1993. In 1989, results indicated that 15 percent of respondents were enrolled as full-time students while 16 percent were part-time students for a total of 31 percent. The 1990 respondents indicated they were continuing education with 17 percent full-time students and 8 percent part-time for a total of 25 percent. In the 1991 survey, results indicated 19.5 percent were enrolled as

EMPLOYED SECONDARY RESPONDENTS
1989 - 1993

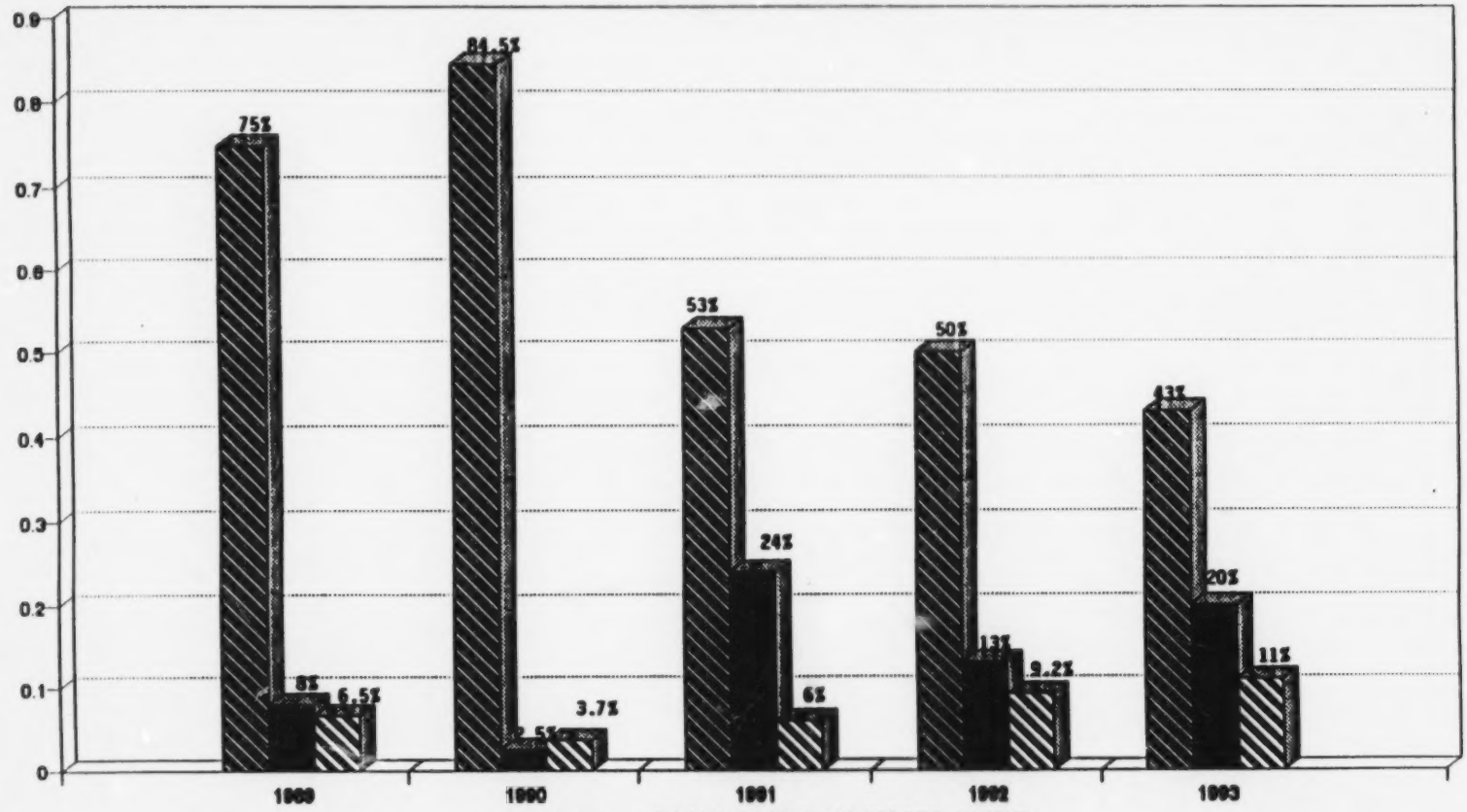

FIGURE 1. EMPLOYED-UNEMPLOYED

SECONDARY GRADUATE RESPONDENTS
1989 - 1993

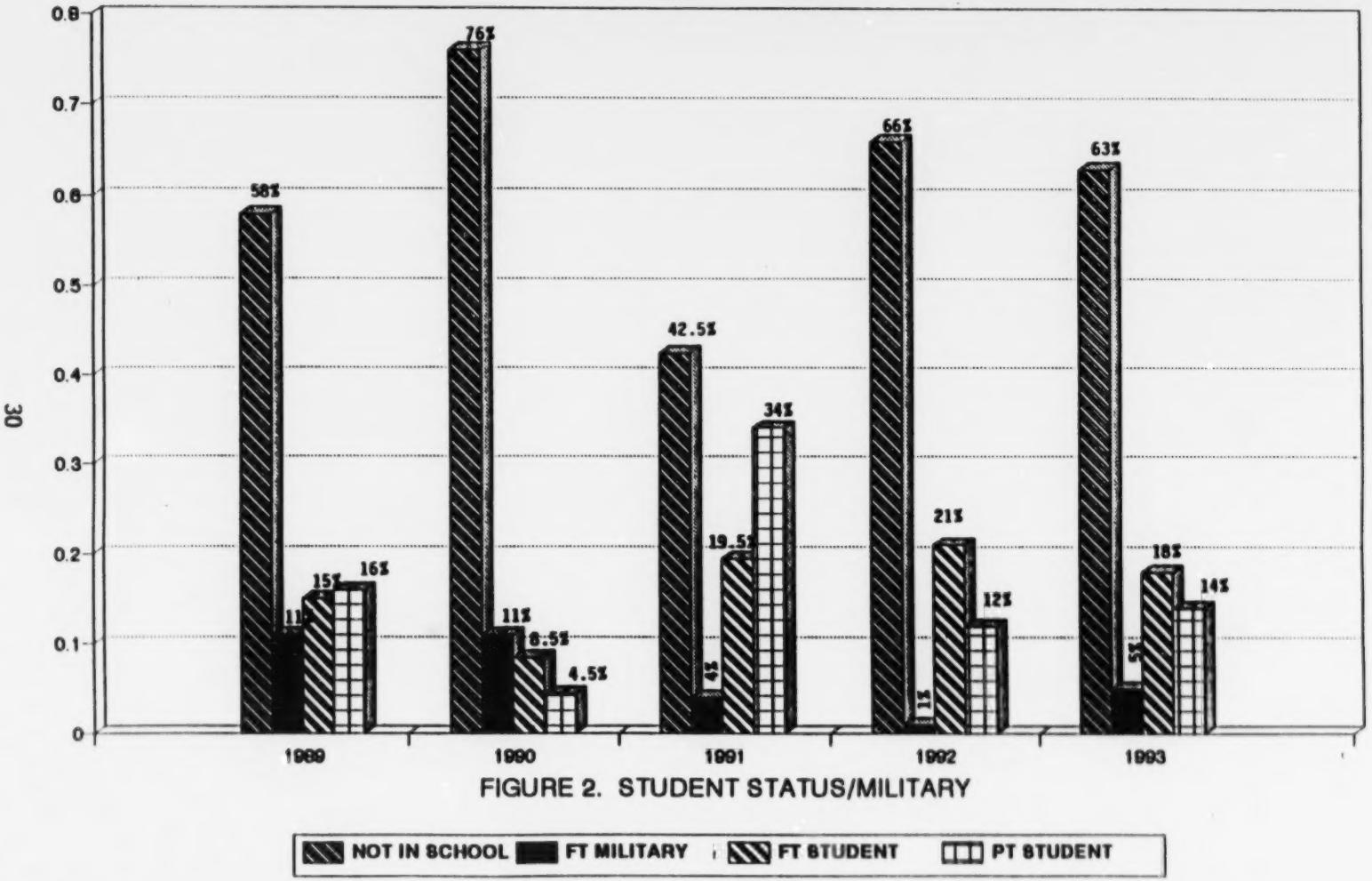

FIGURE 2. STUDENT STATUS/MILITARY

full-time students while a high 34 percent of respondents were part-time students, in 1992 there were 21 percent full-time and 12 percent part-time students. In 1993, results indicated 18 percent full-time students while 14 percent were part-time.

Salaries earned by respondents who were employed full-time in fields related to their vocational training (for males and females combined), from 1989 to 1993, are shown in TABLE 9. The mean average hourly rates were as follow: $5.58 in 1989, $6.11 in 1990, $5.50 in 1991, $6.22 in 1992, and $6.98 in 1993.

The quality and adequacy of their vocational programs were highly rated. Respondents perceived different aspects of their training as either "Helpful" or "Very Helpful" as shown in TABLE 10, for the graduates of 1989 through 1993.

TABLE 9

MEAN HOURLY SALARY OF SECONDARY GRADUATES WORKING FULL-TIME IN RELATED OCCUPATIONS BY PROGRAM 1989 - 1993

INSTRUCTIONAL PROGRAM	NO.	1989 MEAN HOURLY SALARY	NO.	1990 MEAN HOURLY SALARY	NO.	1991 MEAN HOURLY SALARY	NO.	1992 MEAN HOURLYS SALARY	NO.	1993 MEAN HOURLY SALARY
Accounting	3	$5.36	4	$6.43	6	5.90	1	$8.00	4	7.75
Air Conditioning/ Refrigeration	3	6.22	-	--	10	4.98	--	--	-	--
Automotive Mechanics	8	6.17	1	7.50	2	8.13	4	7.01	1	--
Autobody Repair	1	4.73	1	4.75	5	4.81	1	5.16	3	5.88
Building Construction	6	5.38	1	5.25	-	--	3	6.76	1	8.50
Business Office Occupations	1	4.53	-	-	2	7.57	--	--	3	--
Clerical	4	5.75	4	6.46	6	6.41	7	5.81	6	8.00
Computer Science	10	6.78	3	6.62	1	6.00	3	6.22	5	6.33
Cosmetology	-	--	-	--	1	5.00	--	--	1	18.75
Distributive Education	16	5.00	5	5.33	5	5.83	5	5.82	11	7.75

TABLE 9 (Continued)

MEAN HOURLY SALARY OF SECONDARY GRADUATES WORKING FULL-TIME IN RELATED OCCUPATIONS BY PROGRAM 1989 - 1993

INSTRUCTIONAL PROGRAM	NO.	1989 MEAN HOURLY SALARY	NO.	1990 MEAN HOURLY SALARY	NO.	1991 MEAN HOURLY SALARY	NO.	1992 MEAN HOURLY SALARY	NO.	1993 MEAN HOURLY SALARY
Drafting	3	$4.67	1	$7.00	1	$6.50	--	--	1	$7.00
Food Services	- -	--	--	--	2	4.50	2	$4.66	1	4.38
Graphic Arts	2	4.63	1	5.00	4	4.50	4	6.41	3	7.00
Hospitality and Tourism	--	--	--	--	--	--	3	5.57	2	7.39
Heavy Equipment Operation	--	--	--	--	--	--	--	--	--	--
Technical Electronics	7	6.23	1	7.75	1	6.00	1	9.42	5	7.50
Upholstery	--	--	1	5.25	-	--	--	--	--	--
Welding	--	--	--	--	-	--	1	6.88	2	6.25
TOTAL	**64**	**$5.58**	**23**	**$6.11**	**46**	**$5.50**	**35**	**$6.22**	**49**	**$6.98**

TABLE 10

SECONDARY GRADUATES' PERCEPTION OF SCHOOL EXPERIENCE APPLIED TO PRESENT ACTIVITY 1989 THROUGH 1993

Percentage of Positive Ratings 1/

ITEM	1989	1990	1991	1992	1993
1. Skills related to the job	76%	79%	92%	76%	82%
2. Use of tools and equipment	74%	83%	88%	78%	86%
3. Use of safety devices and safety measures	77%	72%	80%	71%	84%
4. Communication skills (reading and writing)	93%	90%	100%	83%	97%
5. Mathematics skills	87%	83%	100%	69%	92%
6. Planning and organizing work and time	97%	86%	100%	91%	88%
7. Getting along with co-workers	99%	97%	100%	93%	90%
8. Thinking through problems, making judgements and decisions	98%	83%	100%	88%	95%
TOTAL	**88%**	**83%**	**95%**	**81%**	**90%**

1/ Ratings of "Helpful" and "Very Helpful" on a four-item scale

FINDINGS

1993 APPRENTICESHIP TRAINING GRADUATES

General Characteristics

Twenty-six Apprentices received Journeyworker Certificates in eleven trade areas; namely, Air conditioning/ Refrigeration, Automotive Electrician, Automotive Mechanic, Building Maintenance Repairer, Carpenter, Cement Mason, Construction Equipment Mechanic, Cook, Electrician (Wire Installer), Radio & TV Repairer, and Welder. Of the Apprentice graduates, 10 were Filipino (male), 9 were Chamoru (male), 5 were Micronesian (Pohnpiean/male), and 2 were White (non-Hispanic (1 male/1 female). The rate of response was 85 percent.

General Requirements for Journeyman Program

To earn a Journeyman Certificate, the apprenticeship trainee is required to complete a minimum of 144 classroom-related instructional hours annually, plus 2,000 - 8,000 hours of "practical" on-the-job training.

To be eligible for admission to the Apprenticeship Training Program, a person must meet the following requirements:

1. be a high school graduate or the equivalent thereof (GED) with basic knowledge of the apprenticeship trade selected; or
2. have successfully completed any pre-apprenticeship or military training program, CETA,- Job Corps and/or WIN Program; and
3. be at least 17 years of age; and
4. be a U.S. Citizen or lawful permanent resident.

Present Activities of Respondents

One hundred percent of the 1993 Apprentice respondents were found to be employed in fields related to their areas of training. Ninety-five percent of the respondents were employed with private industry.

The graduate follow-up survey indicated the placement rate of respondents at 100 percent (Table 11).

Earnings of Apprenticeship Graduates

The mean hourly earnings of Apprenticeship graduates working full-time in jobs related or remotely related to their training was $12.76, an increase of nearly 10% over the previous year where the yearly average wage was $10.22. The highest individual hourly rate was for Building Maintenance Repair ($18.47), followed by Electrician (Wire Installer) and Cement Masonry ($14.00). The lowest hourly rate was $7.35 for Cook.

The average hourly wage of $12.76, is substantially higher than the average hourly rate of $10.45, in the construction industry. 1/

Job Preparation

Completers of the Apprenticeship Program indicated positive perceptions of their training programs. Eighty-two (82) percent of the respondents indicated their training received at Guam Community College helped them in getting a job. Some indicated they already had the job prior to entering the program.

Ninety-five (95) percent of the respondents rated their experiences in the different aspects of their vocational training as "Very Helpful" or "Helpful" to their current occupations.

As shown in Table 12, respondents garnered positive ratings of "Very Helpful" and "Helpful" when asked to rate their school experiences applied to their present activities. Highest ratings were in "Skills related to the job," "Use of tools and equipment," "Use of safety devices and safety measures," and "Getting along with co-workers," with 100 percent of respondents indicating that their training was "Very Helpful" or "Helpful" in these four areas.

Job Satisfaction

Item 12 of the Follow-up asked graduates to state whether they were satisfied with their present jobs. The majority of respondents expressed satisfaction with their field of work; 91 percent indicated they were satisfied with their current jobs.

Continuing Education

Of the 22 respondents, three were continuing their education on a part-time basis (2 at GCC/1 not indicated).

Unemployment

None of the respondents in the survey of 1993 Apprenticeship Program completers were unemployed.

1/ "Current Employment Report," Guam Department of Labor, Bureau of Labor Statistics (March, 1994)

Table 11

Vocational Program Placement Summary
1993 Apprenticeship Training Graduates

Occupation	No. of Graduates	No. of Respondents	Military Service	Employed in a Field Related to Training		
Air Conditioning/ Refrigeration	1	1	0	1	100%	$10.00(1)
Automotive Electrician	2	2	0	2	100%	11.80(1)
Automotive Mechanic	1	1	0	1	100%	12.78(1)
Building Maintenance/ Repair	1	1	0	1	100%	18.47(1)
Carpentry	3	2	0	2	100%	—
Cement Mason	2	1	0	1	100%	14.00(1)
Construction Equipment Mechanic	1	1	0	1	100%	10.00(1)
Cook*	2	2	0	2	100%	7.35(1)
Electrician (Wire Installer)	10	8	0	8	100%	12.50(2)
Radio & TV Repairer	2	2	0	2	100%	7.60(1)
Welder	1	1	0	1	100%	—
TOTAL	26	22	0	22	100%	$12.76(8)

* Cook & Radio & TV Repairer: Wages not included in average since they are not traditional construction trades and are not comparable with Department of Labor construction trade wages.

Table 12

1993 Apprenticeship Training Graduates' Perception of School Experiences Applied to Present Activity

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
Skills related to the job	–	–	46%	54%	100%
Use of tools and equipment	–	–	46%	54%	100%
Use of safety devices and safety measures	–	–	58%	42%	100%
Communication skills (reading and writing)	–	8%	46%	46%	100%
Mathematics skills	7.5%	7.5%	54%	31%	100%
Planning and organizing work and time	–	8%	46%	46%	100%
Getting along with others	–	–	62%	38%	100%
Thinking through problems (using good judgement/ making decisions)	–	8%	46%	46%	100%
TOTAL	1%	4%	50%	45%	100%

Comments and Recommendations

Completers of the Apprenticeship Training Program were asked to give comments and/or recommendations regarding their vocational training. The following comments and/or recommendations were given by the 1993 Apprenticeship Program graduates:

Apprentice Journeyworkers

- Upgrade with modern tools and equipment (for Radio & TV Repair).
- Offer more practical training (for maintenance training).
- Update equipment and textbooks to keep up with current technology for Air Conditioning and Refrigeration.
- I am interested in taking more classes in areas of electrical, plumbing and welding.
- I would like to see the instructors get more involved with the students and would also like to see more construction companies helping the students.
- Have more current equipment to help us understand trouble shooting for automotive mechanics.
- More tools are needed for automotive mechanics. Students needed more tools to apply what they learned to get first-hand experience.
- The automotive testing equipment is not reliable. They need to update their equipment.
- I feel we should be paid standard wages for electrician work.
- Update the electrician's tools and everything will be modern.

A FIVE YEAR PERSPECTIVE
APPRENTICESHIP TRAINING GRADUATES

1989 - 1993

The survey instrument used during the last five years has been relatively the same in order to allow comparison of a number of items. This comparison of data over a five-year period reveals that some patterns begin to emerge.

Salaries earned by the respondents who were employed full-time have fluctuated over the past five years, with the highest average wages being earned by 1990 respondents. In 1989, the mean hourly rate was $10.68, $13.92 in 1990, $10.51 in 1991, $10.22 in 1992, and $12.76 in 1993 as shown in Table 13.

The quality and adequacy of program offerings were highly rated by the respondents. In 1989 and 1990, 97 percent responded in areas of "Helpful" and "Very Helpful," when asked to rate their present positions, 98 percent in 1991, 83 percent in 1992, and in 1993, 95 percent rated their school experiences as "Helpful" and "Very Helpful," as shown in Table 14.

Table 13

Mean Hourly Salary of Apprenticeship Training Graduates Working Full-time in Related Occupations (by Program) 1989 - 1993

Instructional Program	No.	1989 Mean Hourly Salary	No.	1990 Mean Hourly Salary	No.	1991 Mean Hourly Salary	No.	1992 Mean Hourly Salary	No.	1993 Mean Hourly Salary
Air Conditioning Refrigeration	0	--	2	$10.50	2	$12.50	2	$12.35	1	$10.00
Automotive Electrician	0	--	0	--	1	9.75	1	8.50	2	11.80
Architectural Engineering Technology	--	--	1	10.60	1	--	0	---	0	--
Autobody Repairer	--	--	--	--	1	9.50	--	--	--	--
Automotive mechanic	0	--	0	--	1	10.04	6	10.07	1	12.78
Baker*	0	--	0	---	0	---	1	6.65	0	--
Building Maint. Repairer	0	--	0	--	2	8.88	2	8.35	1	18.47
Carpentry	0	--	1	30.00	0	--	1	10.75	2	--
Cement Mason	4	10.86	3	9.50	0	--	0	--	1	14.00
Construction Equip. Mechanic	0	--	0	--	0	--	0	--	1	10.00
Cook*	0	--	0	--	0	--	0	--	2	7.35
Drafting	1	10.60	0	--	0	--	0	---	0	--
Electrician (Wire Installer)	2	10.60	3	$11.00	2	$11.63	5	12.02	8	12.50

Table 13 (Continued)

Mean Hourly Salary of Apprenticeship Training Graduates Working Full-time in Related Occupations (by Program) 1989 - 1993

Instructional Program	No.	1989 Mean Hourly Salary	No.	1990 Mean Hourly Salary	No	1991 Mean Hourly Salary	No.	1992 Mean Hourly Salary	No.	1993 Mean Hourly Salary
Radio & TV Repairer*	0	--	0	--	0	--	0	--	2	7.60
Heavy Equipment Mechanic (HDE)	2	10.50	0	--	1	9.75	0	--	0	--
Heavy Equipment Operator	0	--	0	--	0	--	1	11.25	0	--
Housekeeper*	1	7.50	2	4.35	0	--	2	6.45	0	--
Metal Worker (Reinforcing)	0	--	0	--	1	--	0	--	0	--
Plumber	0	--	0	--	0	--	3	10.82	0	--
Welder	0	--	0	--	0	--	0	--	1	--
Total	**10**	**$10.68**	**12**	**$13.92**	**12**	**$10.51**	**25**	**$10.22**	**22**	**$12.76**

*Wages not included in average (not traditional construction trades/wages are compared with Department of Labor construction trade wages).

Table 14

Apprenticeship Training Graduates' Perception of School Experiences Applied to Present Activity 1989 - 1993

Percentage of Positive Ratings

Item	1989	1990	1991	1992	1993
Skills related to the job	86%	100%	100%	83%	100%
Use of tools and equipment	100%	100%	100%	84%	100%
Use of safety devices and safety measures	100%	100%	100%	88%	100%
Communication skills (reading and writing)	100%	89%	90%	91%	92%
Mathematics skills	100%	75%	100%	83%	85%
Planning and organizing work and time	100%	100%	90%	70%	92%
Getting along with co-workers	86%	100%	100%	79%	100%
Thinking through problems, making judgements and decisions	100%	90%	100%	84%	92%
TOTAL	97%	97%	98%	83%	95%

FINDINGS

1993 POSTSECONDARY GRADUATES

General Characteristics of Respondents

Thirty-six (36) Associate of Science Degrees, and 21 Certificates, were awarded in 1993. In addition, the Criminal Justice Academy had 104 graduates: 28 from the 34th Police Cycle, 31 from the 15th Fire Cycle, 30 from the 16th Fire Cycle, and 15 from the 6th Corrections Cycle.

Thirty-six (36) Associate of Science Degrees were issued in the following program areas: 5 in Office Administration; 5 in Accounting; 2 in Administration of Criminal Justice; 1 in Automotive Technology (Automobile); 6 in Computer Science; 1 in Early Childhood Education; 1 in Electronic Engineering Technology; 8 in Fire Service Administration; 1 in Food and Beverage Operations; 2 in Law Enforcement Administration; 1 in Retailing and Marketing; and 3 in Supervision and Management.

Twenty-one (21) Certificates were issued in the following program areas: 3 in Accounting Clerk; 5 in Child Care; 4 in Clerical Studies; 1 in Construction Drafting; 2 in Construction Electricity; 2 in Electronic Engineering Technology; 1 in Information Systems and 3 in Supervision and Management.

The Criminal Justice Academy issued 104 Certificates in the following areas: 28 from the 34th Police Cycle, 31 from the 15th Fire Cycle, 30 from the 16th Fire Cycle, and 15 from the 6th Corrections Cycle.

Of the 57 Certificate and Degree graduates surveyed, there were 42 respondents (74 percent). Of this number 17 were Chamoru (9 male/8 female); 11 were Filipino (5 male/6 female); 8 were Micronesian (8 female); 4 were White non-Hispanic (3 male/1 female); 1 Burmese (male); and 1 American Indian (female).

Of the 104 Criminal Justice Academy graduates surveyed, there were 87 respondents (84 percent). Of this number 63 were Chamoru (62 male/1 female); 13 were Filipino (12 male/1 Female); 9 White non-Hispanic (7 male/2 female); 1 Hispanic (male); and 1 Hawaiian (male).

General Requirements of the Postsecondary Program

To earn an Associate Degree, students must earn a minimum of 60 credit hours. This must include a specified number of courses in the student's field and related general education courses.

To earn a Certificate, a student must complete from 27 to 40 semester hours, depending on the program requirements for their particular area of study.

The police, fire and corrections cycles

offer competency-based entry level training for police, fire and corrections recruits (and is open to the general public). After obtaining employment with a law enforcement agency, recruits must earn a total of 30 credits to complete the basic cycle under the Criminal Justice Academy Program held at Guam Community College. Agencies include Guam Police Department, Guam Airport Authority, Commercial Port of Guam, Guam Department of Agriculture, Superior Court of Guam, Guam Fire Department and Guam Department of Corrections (also known as DepCor).

Present Activities of Respondents (Certificate/Degree Programs)

As Table 15 indicates, 74 percent of the respondents were working. Of the postsecondary respondents, 67 percent were working full-time with an additional 7 percent working part-time.

Of the postsecondary Certificate and Degree respondents, 53 percent were pursuing additional education with 29 percent enrolled as full-time students and 24 percent enrolled as part-time students (Table 15).

Employment Sector

Postsecondary Certificate and Degree graduates were employed in different sectors of the economy. Table 16 contains the number and percentage of graduates by place of employment for respondents employed full-time and part-time. The Government of Guam provided more jobs for the respondents than any other category; 18 or 58 percent of the employed respondents were working for the Government of Guam. Private Industry employed 9 or 29 percent, and the Federal Government employed 3 or 10 percent. One of the respondents (3 percent) was self-employed and non of the respondents were in full-time Military Service.

Of the Criminal Justice Academy respondents, 100 percent indicated they were employed in occupations related to their training (Table 17). Of the 34th Police Cycle graduates, 18 were employed with the Government of Guam in the divisions or precincts of the Guam Police Department. Ten of the graduates were no longer with the Guam Police Department. Of the 15th Fire Cycle graduates, 27 (87 percent) were employed full-time with the Guam Fire Department; three resigned and one was on administrative leave. Of the 6th Fire Cycle graduates, 100 percent remained employed with the Guam Fire Department. Of the 6th Corrections Cycle respondents, 100 percent were employed with the Guam Department of Corrections (DepCor).

Table 18 presents a distribution of respondents by employment and by instructional program for postsecondary graduates.

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables associated with vocational training for graduates of postsecondary vocational programs.

Job Relatedness

Data were collected to determine whether vocational graduates were being employed in the occupations for which

TABLE 15

PRESENT ACTIVITIES OF RESPONDENTS
1993 POSTSECONDARY CERTIFICATE & DEGREE GRADUATES

	FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICE		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
Working Full-Time	4	10%	5	12%	19	45%	0	--	28	67%
Working Part-Time	0	--	3	7%	0	0	0	--	3	7%
Not Working	8	19%	2	5%	1	2%	0	--	11	26%
TOTAL	12	29%	10	24%	20	47%	0	--	42	100%

TABLE 16

PRESENT ACTIVITIES OF RESPONDENTS
1993 POSTSECONDARY CERTIFICATE & DEGREE GRADUATES

PLACE OF EMPLOYMENT	STUDENTS WORKING	
	NUMBER	PERCENT
Self Employed/Family Business	1	3%
Federal Government	3	10%
Government of Guam	18	58%
Private Industry	9	29%
TOTAL	31	100%

they were trained. The graduates were asked to indicate whether they were employed in: (!) occupations directly or closely related to their field of vocational training or (2) occupations which were remotely related to their field of training, or (3) occupations that were not related at all to their field of training.

Table 17 gives a breakdown of respondents who indicated they were employed in an occupation related to the training they received at Guam Community College.

Earnings of Postsecondary Graduates

The hourly salaries for Associate Degree graduates for those who were employed full-time in their field of training averaged $11.30, as shown in Table 17. Broken down further, the average hourly wage for males was $10.83 and $11.71 for females. The highest hourly wages were reported for Law Enforcement Administration ($15.05).

Of the Certificate group, the total mean hourly wage for males and females combined was $8.02. Construction Electricity reported the highest average hourly wage ($11.00).

The Criminal Justice Academy consisted of 104 graduates from the 34th Fire Cycle, 15th and 16th Fire Cycles and the 6th Corrections Cycle. Average earnings of respondents are shown in Table 17.

Job Preparation

Part C, Question 11 of the survey questionnaire asks, "Would you say your training at Guam Community College helped you in getting a job?" Seventy-four (74) percent of the postsecondary Certificate and Degree respondents gave positive responses to this question. Of the Criminal Justice Academy completers, positive responses were given by the 34th Police Cycle respondents (100 percent), the 15th Fire Cycle respondents (90 percent), the 16th Fire Cycle respondents (75 percent), and the 6th Corrections Cycle respondents (75 Percent).

Tables 19 through 23 show a breakdown of postsecondary respondents' perceptions of their experiences as applied to their present activities.

Associate Degree and Certificate graduates indicated positive perceptions of their training programs (Table 19). They gave "Helpful" and "Very Helpful" ratings for the majority of areas, with highest ratings of 92 percent for "Getting along with co-workers" and "Thinking through problems (using good judgement/making decisions." Very Good and Good ratings were also high in areas of "Planning and Organizing (work and time)" (89 percent) and "Communication skills (reading/writing)" (88 percent).

The 24th Police Cycle gave positive responses when asked to give their perception of experiences applied to their present position (Table 20). Items identified as "Helpful" and "Very Helpful" received highest ratings (100 percent) in areas of: "Skills related to the job" and "Use of tools/equipment." High ratings were also given in "Getting along with co-workers" (91 percent) and "Thinking through problems (Using good judgement/making decisions)" (90 percent).

TABLE 17
VOCATIONAL PROGRAM SUMMARY
FOR 1993
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING			
			NUMBER	PERCENT	MEAN HOURLY WAGE	
ASSOCIATE OF SCIENCE					**MALE**	**FEMALE**
Accounting	5	5	2	40%	--	$12.00(1)
Administration of Criminal Justice	2	0	0	--	--	--
Automotive Technology (Automobile)	1	0	0	--	--	--
Computer Science	6	4	4	100%	10.00(1)	14.03(3)
Early Childhood Education	1	1	1	100%	--	--
Electronic Engineering Technology	1	0	0	--	--	--
Fire Service Administration	8	8	8	100%	12.68(4)	--
Food and Beverage Operations	1	1	1	100%	--	8.55
Law Enforcement Administration	2	2	2	100%	15.05(2)	--
Retailing and Marketing	1	1	0	--	--	--
Office Admininstration	5	5	2	40%	--	11.70(2)
Supervision and Management	3	2	2	100%	--	7.62(1)
TOTAL ASSOCIATE DEGREES	**36**	**29**	**22**	**76%**	**$10.83(7)**	**$11.71(8)**
TOTAL MEAN HOURLY WAGE, ASSOCIATE DEGREES (Male/Female)					**$11.30(15)**	

TABLE 17(Continued)
VOCATIONAL PROGRAM SUMMARY
FOR 1993
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING			
			NUMBER	PERCENT	MEAN HOURLY WAGE	
TECHNICAL CERTIFICATES:					**MALE**	**FEMALE**
Accounting Clerk	3	2	2	100%	$6.89(1)	$7.62(1)
Early Childhood Education	5	2	1	50%	--	--
Electronic Engineering Technology	2	0	0	--	--	--
Clerical Studies	4	4	2	50%	--	8.05(2)
Construction Drafting	1	1	0	--	--	--
Construction Electricity	2	1	1	100%	11.00(1)	--
Information System	1	1	0	--	--	--
Supervision and Management	3	2	2	100%	6.89(1)	7.62(1)
TOTAL (CERTIFICATES)	21	13	8	62%	$8.26(3)	$7.84(4)
TOTAL Mean Hourly Wage Certificates (Male/Female)					$8.02(7)	
TOTAL CERTIFICATES AND ASSOCIATE DEGREES	57	42	30	72%	$10.06(10)	$10.42(12)
TOTAL MEAN HOURLY WAGE, CERTIFICATE AND ASSOCIATE DEGREE (MALE & FEMALE)					$10.25(22)	

TABLE 17 (Continued)
VOCATIONAL PROGRAM SUMMARY
FOR 1993
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING			
			NUMBER	PERCENT	MEAN HOURLY WAGE	
CRIMINAL JUSTICE ACADEMY:					MALE	FEMALE
34th Police Cycle	28	18	18	100%	$10.93	$10.93
15th Fire Cycle	31	27	27	100%	10.93	10.93
16th Fire Cycle	30	30	30	100%	10.93	10.93
6th Corrections Cycle	15	12	12	100%	10.20	13.88
TOTAL (C.J. ACADEMY)	104	87	87	100%		
OVERALL TOTAL POSTSECONDARY	161	129	117	91%		

TABLE 18

EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1993 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING, NOT IN THE LABOR FORCE OR UNEMPLOYED	UNEMPLOYED SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
ASSOCIATE OF SCIENCE									
Accounting	5	5	0	2	0	3	0	0	0
Administration Criminal Justice	2	0	0	0	0	0	0	0	2
Automotive Technology (Automotive)	1	0	0	0	0	0	0	0	1
Computer Science	6	4	0	4	0	0	0	0	2
Early Childhood Education	1	1	0	1	0	0	0	0	0
Electronic Engineering Technology	1	0	0	0	0	0	0	0	1
Fire Service Administration	8	8	0	8	0	0	0	0	0
Food & Beverage Operations	1	1	0	1	0	0	0	0	0

TABLE 18(Continued)

EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1993 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING, NOT IN THE LABOR FORCE, OR UNEMPLOYED	UNEMPLOYED (SEEKING) EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
ASSOCIATE OF SCIENCE (Continued)									
Law Enforcement Administration	2	2	0	2	0	0	0	0	0
Office Administration	5	5	0	2	0	3	0	0	0
Retailing and Marketing	1	1	0	0	0	0	0	1	0
Supervision and Management	3	2	0	2	0	0	0	0	1
Total (ASSOCIATE DEGREES)	36	29	0	22	0	6	0	1	7

TABLE 18(Continued)

EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1993 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING, NOT IN THE LABOR FORCE, OR UNEMPLOYED	UNEMPLOYED SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
CERTIFICATES									
Accounting Clerk	3	2	0	2	0	0	0	0	1
Early Childhood Education	5	2	0	1	1	0	0	0	3
Electronic Engineering Technology	2	0	0	0	0	0	0	0	2
Clerical Studies	4	4	0	2	0	2	0	0	0
Construction Drafting	1	1	0	0	0	1	0	0	0
Construction Electricity	2	1	0	1	0	0	0	0	1
Information Systems	1	1	0	0	0	1	0	0	0
Supervision and Management	3	2	0	2	0	0	0	0	1
Total Certificates	21	13	0	8	1	4	0	0	8
TOTAL CERTIFICATES & DEGREES	57	42	0	30	1	10	0	1	15

42 or 74% Response Rate
41 or 98% Placement Rate
0 Unemployed (1 or 2% Not in the Labor Force)

Graduates of the 15th Fire Cycle indicated positive perceptions of their training (Table 21). The majority of items were rated as "Helpful" and "Very Helpful" with highest ratings of "Helpful" in "Skills related to the job" (91 percent), followed by "Use of tools and equipment" (82 percent) and "Use of safety devices and safety measures" (82 percent).

Graduates of the 16th Fire Cycle indicated positive perceptions of their training (Table 22). Highest ratings (100%) are seen in "Getting along with co-workers" and "Thinking through problems (Using good judgement/making decisions)" (92 percent).

Graduates of the 6th Corrections Cycle rated their perceptions of the training they received (Table 23). Items identified as "Helpful" and "Very Helpful" received highest ratings (90 percent) in areas of "Skills related to the job" and "Thinking through problems (Using good judgement/making decisions)."

Job Satisfaction

Item 12 of Part C on the survey instrument asked the graduates whether they were satisfied with their present job.

Of the Certificate and Degree respondents, 84 percent expressed satisfaction with their present positions. Of the 34th Police Cycle respondents, 100 percent expressed satisfaction with their current positions. Of the 15th and 16th Fire Cycles, as well as the 6th Corrections cycle, respondents gave 100 percent positive responses when asked whether they were satisfied with their present jobs.

Continuing Education

Of the postsecondary Certificate and Degree graduate respondents, 22 or 53 percent reported they were continuing education either on a full-time or part-time basis. Of these same respondents, 12 or 29 percent were employed either full-time or part-time while pursuing their education (Table 15).

Certificate and Degree graduate respondents continuing their education were enrolled at Guam Community College (5 or 23 percent), and at the University of Guam (17 or 77 percent).

Unemployment

Only one respondent (3 percent) indicated they were not in the labor force (Table 18). A substantial percentage of respondents were continuing education. None of the respondents indicated they were unemployed (not employed but actively seeking employment). The Bureau of Labor Statistics, Guam Department of Labor, indicated the unemployment rate for all workers as of March, 1994, at 6.7 percent.

TABLE 19

1993 ASSOCIATE DEGREES & CERTIFICATE GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	–	16%	44%	40%	100%
2. Use of tools and equipment	4%	19%	35%	42%	100%
3. Use of safety devices and safety measures	4%	25%	25%	46%	100%
4. Communication skills (reading and writing)	–	12%	28%	60%	100%
5. Mathematics skills	–	26%	26%	48%	100%
6. Planning and organizing work and time	–	11%	43%	46%	100%
7. Getting along with co-workers	–	8%	38%	54%	100%
8. Thinking through problems, making judgements and decisions	–	8%	42%	50%	100%
TOTAL	**1%**	**16%**	**35%**	**48%**	**100%**

TABLE 20

PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY, 1993 GRADUATES OF THE 34th POLICE CYCLE

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	–	–	45%	55%	100%
2. Use of tools and equipment	–	–	60%	40%	100%
3. Use of safety devices and safety measures	9%	9%	36%	46%	100%
4. Communication skills (reading and writing)	9%	9%	46%	36%	100%
5. Mathematics skills	36%	9%	19%	36%	100%
6. Planning and organizing work and time	9%	9%	36%	46%	100%
7. Getting along with co-workers	9%	–	45%	46%	100%
8. Thinking through problems, making judgements and decisions	–	10%	50%	40%	100%
TOTAL	9%	6%	42%	43%	100%

TABLE 21

PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY, 1993 GRADUATES OF THE 15th FIRE CYCLE

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	–	–	9%	91%	100%
2. Use of tools and equipment	–	–	18%	82%	100%
3. Use of safety devices and safety measures	–	–	18%	82%	100%
4. Communication skills (reading and writing)	–	–	27%	73%	100%
5. Mathematics skills	–	–	50%	50%	100%
6. Planning and organizing work and time	–	–	27%	73%	100%
7. Getting along with co-workers	–	–	45%	55%	100%
8. Thinking through problems, making judgements and decisions	–	11%	11%	78%	100%
TOTAL	**–**	**1%**	**26%**	**73%**	**100%**

TABLE 22

PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY, 1993 GRADUATES OF THE 16th FIRE CYCLE

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	8%	8%	50%	34%	100%
2. Use of tools and equipment	8%	16%	42%	34%	100%
3. Use of safety devices and safety measures	–	25%	34%	41%	100%
4. Communication skills (reading and writing)	–	25%	50%	25%	100%
5. Mathematics skills	17%	41%	34%	8%	100%
6. Planning and organizing work and time	8%	25%	34%	34%	100%
7. Getting along with co-workers	–	–	50%	50%	100%
8. Thinking through problems, making judgements and decisions	–	8%	67%	25%	100%
TOTAL	**5%**	**19%**	**45%**	**31%**	**100%**

TABLE 23

PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY, 1993 GRADUATES OF THE 6th CORRECTIONS CYCLE

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	–	10%	80%	10%	100%
2. Use of tools and equipment	11%	22%	45%	22%	100%
3. Use of safety devices and safety measures	–	20%	70%	10%	100%
4. Communication skills (reading and writing)	10%	20%	40%	30%	100%
5. Mathematics skills	43%	43%	14%	–	100%
6. Planning and organizing work and time	–	20%	80%	–	100%
7. Getting along with co-workers	–	20%	50%	30%	100%
8. Thinking through problems, making judgements and decisions	–	10%	60%	30%	100%
TOTAL	**6%**	**20%**	**57%**	**17%**	**100%**

COMMENTS AND RECOMMENDATIONS

The 1993 Postsecondary Graduates were asked for comments and recommendations regarding their school or training received at Guam Community College. The following responses were given by graduates of the postsecondary programs:

Associate of Science

- Offer more advanced courses (in accounting).
- More courses (under accounting) should be transferrable to the University of Guam.
- Attending GCC was a good experience. I recommend it to others.
- The training offered was excellent.
- Offer advanced computer programming courses.
- Expand computer science courses offerings to include networking concepts and telecommunications.
- Keep expanding the program in the field of early childhood education and include as much as possible on curriculum development.
- The A.S. Degree for Fire Service Administration includes very helpful training for fire fighters and emergency medical technology. I would recommend more in-depth training for Emergency Medical Technicians.
- Upgrade training to areas of occupational safety and health and hazardous materials.
- GCC needs to keep up with the latest training equipment for firemen. They also need to offer more extensive training in all of the other shops, especially the trades such as air conditioning and refrigeration and automotive mechanics.
- The college needs to offer advanced classes for high school and postsecondary students in all trades.
- I recommend more extensive training in the C.J. Academy.
- The College should add a blueprint reading and hydraulics class. This would really help the cadets prior to entering their field.
- The fire training equipment needs to be replaced. They are either old or broken.

- We need to get a good feel at what we are supposed to do on the job. It would also help us to know how to operate the equipment better.

- Add a class in interpersonal relations (for fire fighters). It would help them communicate better with the public and co-workers.

- Allow more hours for the food and beverage practicum courses.

- The Cooperative Education Coordinator should be more thorough when assisting students so they will know what is required in order to finish the course. Students should not have to deal with more than one coordinator.

- Office Administration and clerical students could make use of more training on various types of software.

- I recommend more computer training for office administration.

- For supervision and management, offer additional activities to include: small business management; Equal Employment Opportunity/Labor law; tax law; business ethics; management writing; and group presentations.

- The present curriculum (supervision and management) will not prepare students for real world competition or success. Most classes are at the high school level.

Vocational Certificate

- Offer additional courses in engineering.

- Students should be given the opportunity to implement or devise lesson plans.

- Assist child care practicum students to gear themselves into the field they choose such as teacher, director, home care giver, etc.

- Offer field trips as part of the course in Construction Drafting where students can visit some companies.

- Add more teachers so students can choose, especially in the engineering area.

- I worked at an Engineering firm for almost two years with the help of the Cooperative Education Program and would like to thank the school for giving me this chance. The training offered by GCC has been very helpful and I have learned so much in my chosen field which is engineering. Keep encouraging more students in this program (engineering), because I believe they will be forever grateful, as I am.

- Include activities concerning how to deal with the pressures at work.

- More emphasis on hands-on training as well as in theory is needed.
- One teacher in physics didn't show us how to solve problems because, according to him, we are not Engineers. Didn't he know that solving a mathematical problem will teach us how to be patient and how to get around the problem no matter what it is?
- I wish GCC would offer more college courses at the John F. Kennedy High School campus so it would be easier for people living in that area.
- I recommend GCC expand its program in engineering.

34th Police Cycle

- Offer training on the use and qualification of radar instruments.
- More time was needed on certain courses.
- Expand in all areas of law enforcement training and have more and better equipment and facilities.
- There should be radar certification.
- Allow more time for report writing and first responder courses.
- I recommend that the Police Cycle use separate training facilities from Guam Fire and Corrections Cycles.
- Additional skills or courses needed include radar training, Nystagmus (DUI), motorcycle training, traffic and criminal investigation.
- The training cycle should have been longer.
- On-the-job training and report writing should have been longer and physical training should be every day.
- Include stress management and psychology.
- Courses were rushed and not well prepared.
- The training was very important and the staff made the training and the situation as realistic as possible. Offer more on personal relations skills.
- The training was outstanding. I wish I would have paid more attention to details while attending classes. I thought I knew everything.

15th Fire Cycle

- The academy teaches you first hand on what to expect in a real situation.
- It is recommended that continued education in fire science be offered.
- Include training on handling hazardous waste.
- The skills and courses were all helpful.
- The training was very helpful for my occupation. All training was complete in every way.
- Expand on fire investigation, leadership skills and supervision.
- The training was crucial for knowing how to perform in this type of job.
- Include more on Government of Guam policies, rules and regulations.
- The training could use some improvements.

16th Fire Cycle

- Courses in cooking and diving would have been useful to me.
- I think the training for the fire cycle should be extended for another two months. Students need more time on the EMT-A Basic.
- Include more about fire fighting technology.
- Additional diving courses, in-depth repelling courses, psychology, and interpersonal relations courses are recommended.
- The training needs more time for complete knowledge of courses.
- Offer more training on fire rescue and more hands-on training.
- There should be more training to understand the use of rescue tools.
- I recommend more hands-on training and better equipment. There should be more time in training.
- Offer additional classes in rescue diving and aircraft crash rescue.
- Students need more practical experience on skills; class training hours should be extended.

6th Corrections Cycle

- Training should include self defense; recognizing, prevention and protective action on suicidal inmates; calculation of inmate time with respect to time served, release date, etc.
- More in-depth training on corrections is recommended.
- Offer more law enforcement courses for corrections officer training.
- There should also be some advanced training available for corrections officers.
- Teach basic self defense along with the "use of force policy" in order to avoid civil litigation. By training officers to properly subdue hostile individuals with the proper methods we can prevent or minimize injuries to staff and inmates.
- Include self defense courses.
- I feel the Corrections Academy should have been a full 45-credit hour program. The officers would then be motivated to continue their education after graduating from the Academy.
- Add a typing or keyboarding course to the curriculum.
- There should be a course in self defense and on tactics dealing with self-preservation.
- The training was too short and is becoming shorter per cycle. This shouldn't be because in this profession, it requires a lot of training.
- I feel the following skills would have helped me in the execution of my duties: specialized courses in abnormal psychology, self defense, constitutional law and amendments.
- I feel the Corrections Academy should be reinstated to 45 college credits and graduates should sign a contract stating that they will stay employed with the Department of Corrections for one year or pay back the cost of training.
- Additional skills should be taught in self defense.

FINDINGS
1993 ADULT HIGH SCHOOL

General Characteristics, Adult High School Graduates

There were 31 Adult High School diploma graduates surveyed in 1982. The number soared to 67 in school year 1982-83, there were 59 in 1984, 46 in 1985, 62 in 1986, 72 in 1987, 63 in 1988, 61 in 1989, 56 in 1990, 37 in l991, 67 in l992, and 86 in l993.

Of the 86 Adult High School graduates in 1993, 35 were male and 51 were female. Further breakdown of the graduate data shows that 61 were Chamorro (25 male/36 female), 13 were Filipino (7 male/6 female), 4 White non-Hispanic, (1 male/3 female) 3 Micronesian (1 Yapese female/1 Trukese female/1 Other Pacific Islander female), 3 Palauan (l male/2 female), 1 Korean (female), and 1 Vietnamese (male).

General Requirements for the Adult High School Diploma Graduate

To earn an Adult High School Diploma at Guam Community College (GCC), a student must apply for admission to the College as a diploma student. Students must successfully complete 12 units of credit in specified areas either at the Guam Community College or through transfer of credits accepted by GCC.

Present Activities of Respondents

As TABLE 24 indicates, of the respondents, 53 percent were employed (44 percent full-time and 9 percent part-time). None of the respondents indicated they were in full-time Military Services. Over Thirty-nine (39.5) percent of the respondents were pursuing additional education with 20.5 percent enrolled as full-time students, while 19 percent were enrolled part-time.

Employment Sector

Adult High School graduates sought and found employment in different sectors of the economy. TABLE 25 contains the number and percentage of graduates by place of employment for respondents employed full-time and part-time. The private sector provided more jobs for the respondents than any other category. Ninety-six (96) percent of the employed respondents were in private industry. The remaining 4 percent were employed by the Government of Guam.

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables of Adult High school graduates. Over eighteen (18.5) percent of the respondents attending college on a full-time or part-time basis were also employed.

Earnings of Adult High School Graduates

The hourly salary for Adult High School graduate respondents employed full-time averaged $7.40 for males and $8.08 for females, or an average of $7.82 for both groups. Compared to the minimum wage

TABLE 24

PRESENT ACTIVITIES OF RESPONDENTS
1993 ADULT HIGH SCHOOL GRADUATES

	FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICES		TOTAL	
	NO	PERCENT	NO	PERCENT	NO	PERCENT	NO	PERCENT	NO	PERCENT
Working Full-Time	0	-	6	14%	13	30%	0	-	19	44%
Working Part-Time	2	4.5%	0	-	2	4.5%	0	-	4	9%
Not Working	7	16%	2	5%	11	26%	0	-	20	47%
TOTAL	9	20.5%	8	19%	26	60.5%	0	-	43	100%

TABLE 25

NUMBER AND PERCENTAGE OF 1993 ADULT HIGH SCHOOL GRADUATE EMPLOYED RESPONDENTS BY PLACE OF EMPLOYMENT

PLACE OF EMPLOYMENT	STUDENTS WORKING	
	NUMBER	PERCENT
Private Industry	22	96%
Government of Guam	1	4%
Military Service	0	0%
Federal Government	0	0%
Total	23	100%

of $4.25 in 1993, the Adult High School graduate, on an average, earned $3.57 per hour more than the minimum wage. It is noted that Guam's minimum wage was $3.35 per hour until April 1, 1990.

Of the Adult High School graduating group who responded, 44 percent were employed full-time and 9 percent were working part-time.

Of the respondents employed, the highest salary was shown at $10.00 for males and $18.75 for females. Females earned an average hourly wage of $5.33 for part-time employment.

Job Preparation

The Adult High School student's main objective is to achieve the goal of obtaining a High School diploma. There are no specific shop or vocational requirements for the diploma. Seventy (70) percent of the employed respondents did not respond to this question, while 17 percent said "no" and 13 percent said "yes" when asked if the Adult High School diploma they received at Guam Community College was an important factor in obtaining current employment.

Positive ratings were reflected by the Adult High School graduates in all aspects of their educational experiences as shown in TABLE 26. The three items identified as most helpful to respondents were: 1) Use of safety devices and safety measures; 2) Communication skills (reading/ writing); and 3) Getting along with co-workers.

Job Satisfaction

Item 12 of Part C on the survey instrument asked the graduates whether they were satisfied with their present job. Of the Adult High School graduates who responded to this portion of the survey, 71 percent expressed satisfaction with their current positions.

Continuing Education

Seventeen (17) or 39.5 percent of the Adult High School Program respondents reported they were continuing education either on a full-time or part-time basis. Eight (8) or 18.5 percent of these same respondents were also employed. Respondents who indicated where they were continuing education were enrolled at Guam Community College (9), University of Guam (5), a school in the Philippines (1), and Mainland schools (2).

Unemployment

Nine (9) of the 43 respondents (20.9 percent) indicated they were unemployed (not employed, but actively seeking employment). An additional 11 (26 percent) indicated they were not in the labor force (not employed and not seeking employment by choice, illness, full-time student status, retirement, or other such reasons).

The unemployment rate for "all workers" according to the Guam Department of Labor, Bureau of Labor Statistics, March 1994, was 6.7 percent.

TABLE 26

1993 ADULT HIGH SCHOOL DIPLOMA GRADUATES
PERCEPTION OF SCHOOL EXPERIENCES
APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	8%	8%	61%	23%	100%
2. Use of tools and equipment	8%	16%	45%	31%	100%
3. Use of safety devices and safety measures	–	–	55%	45%	100%
4. Communication skills (reading and writing)	–	–	62%	38%	100%
5. Mathematics skills	–	15%	46%	39%	100%
6. Planning and organizing work and time	7%	7%	72%	14%	100%
7. Getting along with co-workers	–	–	69%	31%	100%
8. Thinking through problems (using good judgement, making decisions)	7%	7%	54%	32%	100%
TOTAL	4%	7%	58%	31%	100%

COMMENTS AND RECOMMENDATIONS

Adult High School Graduates of 1993, were asked to give their comments and/or recommendations concerning what additional skills or courses would have been valuable to them in their present job or schooling. Courses were recommended and general comments were given as follows:

- Office Administration
- Heavy Equipment Operations
- Mixology
- Computer Programming
- Cosmetology
- GCC was really helpful to me.
- GCC was good - very helpful.
- To me everything went along real great. I had no problems.
- The program was good.
- Give personal attention to each student in cosmetology.
- Have more hands-on training in practical things done on the job.
- Offer more on theory (book wise) and less on the floor on how to cut hair.
- Everything was good.
- Add courses relating to older people, because some of the people want to go to school but are embarrassed because they are older.
- The training at GCC is good.
- I wish the teachers and students would communicate more to make school more interesting and be educational, yet fun.
- I liked GCC and plan to go back for my A.S. in accounting.
- The training was good.
- I'm very satisfied with everything, but I should have taken math more seriously.

- I enjoyed being a student of two very respectable instructors: Mr. J. Artero and Mrs. M. Brooks; and this other teacher in government for Adult evening High School who also taught at JFK. I thank them very much.

- Skills that helped me on the job include effective communication, work hazards and calculating machines.

- I love the program, but the only comment is I don't agree that we must pay a week after registration. For some, we don't get paid till the next week.

- GCC is good. I am planning to go back.

- GCC is a better school. I learned a lot of important things.

SUMMARY

As mandate by Guam Community College Act of 1977 (Public Law 14-77) and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Public Law 101-392), an annual follow-up survey has been conducted for the fifteenth Guam Community College graduating class, that of 1993. In addition to compliance with legal requirements, Guam Community College has conducted an extensive self-study on the status of program completers in order to gather information on the quality and effectiveness of vocational training programs, to provide useful data to assist in planning for program improvement and curriculum development.

The rate of responses for Secondary graduates was 60 percent, 85 percent for Apprenticeship Training graduates, 91 percent for Postsecondary graduates and 50 percent for the Adult High School graduates.

The majority of the respondents were gainfully employed; respondents were generally satisfied with their current employment and were earning more than the average worker of their age group or particular occupational group. The majority of respondents felt that the training they received from Guam Community College was a contributing factor in obtaining employment. The quality and adequacy of the College's vocational program received above-average ratings.

Sixty-three (63) percent of secondary program graduate respondents were gainfully employed; Respondents indicated general satisfaction with their present employment. The mean hourly earnings for males was $7.07 and $6.89 for females; the average mean hourly earnings for both (males and females) was $6.98 (wages for graduates in the Military Service were not included). It is important to note that 76 percent of the employed secondary respondents were working in the private sector; 14 percent were employed with Government of Guam; 1.5 percent were employed by the Federal Government, and 1.5 percent were self-employed.

One hundred (100) percent of the Apprenticeship training program respondents were working full-time in fields related to their training. Of those who responded to the survey, the majority felt that their training helped them get a job. The mean hourly rate of the Apprenticeship graduates working full-time was $12.76. This rate is $2.31 cents above the gross average hourly rate of $10.45 in the Construction industry as indicated in the "Current Employment Report" Guam Department of Labor, Bureau of Labor Statistics (March, 1994)

Fifty-three (53) percent of the respondents from the Adult High School Program were gainfully employed and earned an average hourly wage of $7.82.

Eighty-nine (89) percent of respondents from the Adult High School Program gave positive ratings of their school experiences as applied to their present

activity. Over thirty-nine (39.5) percent of Adult High School graduate respondents were continuing their education on a full-time or part-time basis. Ninety-six (96) percent of the Adult High School employed respondents held jobs in private industry, and the remaining 4 percent were employed with the Government of Guam.

Seventy-two (72) percent of the Postsecondary Certificate and Degree graduates who responded to the survey were working in fields related or closely related to their vocational training areas. The mean hourly earnings for Postsecondary respondents was $10.25 for CERTIFICATE AND DEGREE graduates, $10.93 for CRIMINAL JUSTICE 34th Police Cycle respondents $10.93 for Fire Cycles, and $12.04 for 6th Corrections Cycle respondents. Of the Criminal Justice Academy Police, Fire and Corrections respondents, ninety-one (91) percent were employed in occupations related to their training at the various precincts of the Guam Police and Fire Departments or DepCor.

Fifty-eight (58) percent of Postsecondary Certificate and Degree respondents were employed by the Government of Guam, 29 percent were employed with private industry, 10 percent were with the Federal Government, and 3 percent were self employed.

The majority of Postsecondary respondents felt their training was beneficial. After combining positive responses of all postsecondary groups, the three highest areas were: "Getting along with co-workers," "Skills related to the job," and "Thinking through problems, making judgements and decisions."

The findings of this study indicate that vocational completers are more likely to be employed and earn higher hourly wages than those who have no vocational training.

It is also important to note that graduates of Guam Community College vocational-technical programs expressed very positive attitudes about the training they received at Guam Community College.

APPENDICES

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidat Guahan
Accredited by the
Western Association of
Schools and Colleges

Graduate Follow-up Survey

PURPOSE:
This Survey is a follow-up of the Guam Community College Graduates and former students. Information provided will be used to improve vocational education programs and student services.

INSTRUCTIONS:
1. Please read and complete each question carefully. Check (✓) or supply answers as accurately as possible.
2. Mail your complete questionnaire in the envelope provided. We would appreciate you returning the survey as soon as possible. Thank you for your cooperation.

_____
(Last Name) (First) (Middle)

_____ _____
(Mailing Address) (Phone Number)

_____ If none, please provide phone number(s) where you can be reached or can receive messages.

PART A.
1. Are you a Graduate of Vocational High School or any other Division of Guam Community College?
   [ ] YES [ ] NO
2. If you are a Graduate, which Diploma/Certificate did you receive? Check (✓) one and fill in the blank with your field of training. (that is, the specific trade, occupational preparation or vocational program):

   [ ] High School Diploma _____ (Example: Auto Mechanics)
   [ ] Journeyman Certificate _____ (Example: Carpenter)
   [ ] Associate Degree _____ (Example: Computer Science)
   [ ] Occupational Certificate _____ (Example: Electronics)
   [ ] Other Certificate _____ (Example: Law Enforcement)
   [ ] Adult High School Diploma

3. Ethnic-Racial Heritage:
   [ ] American Indian/Alaskan Native [ ] Chamorro [ ] Micronesian
   [ ] Black, Not Hispanic [ ] Hispanic [ ] Filipino
   [ ] White, Not Hispanic [ ] Other _____ Please Specify

4. SEX: [ ] MALE [ ] FEMALE Your Social Security No.: _____
   Your Date of Birth: _____

PART B.
5A. What is your current education status (check (✓) one):
   [ ] Currently attending full-time [ ] Currently attending part-time
   [ ] currently not in school
5B. If you are continuing your education, which school/college and what major course of study are you currently enrolled in?
   _____ (Example: UOG, Marine Biology)

6. Employment Status (check (✓) one):
   [ ] Employed (Includes all employment, even if below your qualification)
      [ ] Full-time [ ] Part-time
   [ ] Full-time military service, Branch _____
   [ ] Unemployed (Not employed, but actively seeking employment)
   [ ] Not in the Labor Force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, or other such reasons)

NOTE: If currently unemployed; please skip questions 7 to 14 and answer only question 15.

7A. Please provide the following information about your present job:
Name of company or firm (If self-employed, please write self):
_____

Employer's mailing address and telephone number (s):
_____
Name of immediate Supervisor: _____
Type of Business: _____
Your job title and brief description of duties performed:
_____
_____

8. Is this job related to your field of vocational training?
   [ ] Yes, it is directly or closely related
   [ ] No, it is only remotely related
   [ ] Not related at all
9. Current gross salary (your hourly rate of pay): $_____
10. The salary in the preceding time is based on how many hours per week employed?
_____
(Example: 40-hrs. wk/mo.)

PART C.

11. Did your training at Guam Community College help you get a job?
   [ ] YES [ ] NO
12. If your answer is "YES" are you satisfied with your present job?
   [ ] YES [ ] NO
13. Did your experience in Coop.Ed. on-the-job training help you find a job?
   [ ] YES [ ] NO [ ] NOT UNDER CO-OP
14. Please rate the help your training in school/college gave you in the following areas:
(check (✓) only one per each item)

		NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL
A.	Skills related to the job	[ ]	[ ]	[ ]	[ ]
B.	Use of tools/equipment	[ ]	[ ]	[ ]	[ ]
C.	Use of safety devices and safety measures	[ ]	[ ]	[ ]	[ ]
D.	Communication skills (reading/writing)	[ ]	[ ]	[ ]	[ ]
E.	Mathematic skills	[ ]	[ ]	[ ]	[ ]
F.	Planning and Organizing (work/time)	[ ]	[ ]	[ ]	[ ]
G.	Getting along with co-workers)	[ ]	[ ]	[ ]	[ ]
H.	Thinking through problems (Using good judgement/making decisions)	[ ]	[ ]	[ ]	[ ]

15. What additional skills, courses or activities would have been valuable or useful in your present job or schooling?
_____
_____
_____

16. Comments/recommendations regarding your school/training:
_____
_____
_____

THIS SURVEY IS AUTHORIZED BY THE CARL PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990 (PUBLIC LAW 101-392) AND THE GUAM COMMUNITY COLLEGE ACT OF 1977 (PUBLIC LAW 14-77).

GCC
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Schools and Colleges

APPENDIX B

State Agency for Vocational and Adult Education

John T. Cruz
State Director

Your College is conducting a Follow-up Survey of its 1993 graduates and former students. Results of this survey will help the College to assess the effectiveness of its curriculum and to plan for new programs.

We request your cooperation in responding to the enclosed questionnaire. Information you provide will be kept **strictly confidential** and will be used for research purposes only. If you are currently employed in a field related to the area of vocational training you received, a follow-up letter will also be sent to your employer.

Please mail your completed questionnaire in the enclosed self-addressed, stamped envelope. If you have any questions about the survey, please call Margaret Reyes at 735-4422, ext. 518.

Thank you for assisting us in improving vocational-technical programs.

Sincerely,

JOHN T. CRUZ
President

Enclosures

COMMONWEALTH NOW
P.O. Box 23069 GMF Barrigada, Guam 96921 • Telephone: (671) 735-4422 • Fax: (671) 734-1003

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Schools and Colleges

APPENDIX C

State Agency for Vocational and Adult Education

John T. Cruz
State Director

Last month we sent a follow-up survey to you as a 1993 postsecondary graduate of the Guam Community College. To date, we have not received your response. We would appreciate it if you would fill out the enclosed questionnaire and mail it back to us as soon as possible. The success of this survey greatly depends upon your cooperation.

Enclosed is a self-addressed, stamped envelope and another copy of the survey questionnaire.

Sincerely,

JOHN T. CRUZ
President

Enclosures

COMMONWEALTH NOW

P.O. Box 23069 GMF Barrigada, Guam 96921 • Telephone: (671) 735-4422 • Fax: (671) 734-1003